

THE INTERNATIONAL RESCUE COMMITTEE
PROGRAM FOR AFGHANS
ANNUAL REPORT 1991



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Left and above: As patients wait in line outside a Basic Health Unit (BHU) operated by IRC's Hangu Medical Program, they receive health education messages.



Cover: This boy attends a school sponsored by IRC's Community-Based Primary Education Program for Girls in a refugee camp located in Haripoor, Pakistan. During 1991, over 1,000 girls and boys attended one of the nine schools in five refugee camps that the program supports.

Cover photograph by: Abdul Qayyum Ahmadzai

ENGINEER AZIZ OSMANI

On Monday morning, November 25, on a busy rush hour street in Peshawar, Engineer Aziz Osmani was killed by assassins' bullets. His assailants are yet unknown, and may never be found in the myriad of political intrigues that beset the refugee community in a time of great change and upheaval.

Though his killers remain obscured by the feebleness of their cause, Engineer Aziz's supporters were quick and clear in expressing their shock, sympathies and outrage. Condolences poured in from Engineer Aziz's many friends around the world: from IRC programs and offices in the United States, Malawi, Thailand, Kenya and Sierra Leone; from colleagues at UNHCR, UNOCA and WHO; from his program's donors in Washington, the Netherlands and Norway; and from over 30 agencies operating in Peshawar who closed their programs and offices for a day in tribute to Engineer Aziz.

Engineer Aziz, 37, was raised in Mazar-i-Sharif, Afghanistan. He received his degree from the Faculty of Engineering at Kabul University and was active in the Kabul resistance during the Soviet occupation until he fled Afghanistan in 1984.

Engineer Aziz worked with IRC's language programs since 1985 and was promoted to Department Coordinator in 1989. As Coordinator, Engineer Aziz oversaw five notably successful English, Pushto and Dari language and administration programs which employed over 125 Afghan refugees and reached over 10,000 Afghan students in 1991.



Engineer Aziz Osmani

As a highly respected participant in the Afghan relief effort, Engineer Aziz was a twice-elected member of the Steering Committee of the Agency Coordinating Body for Afghan Relief. He was also a member of the Executive Committee of the Islamic Association of Afghan Engineers.

Engineer Aziz was a man of unshakable commitment to his faith, his country, and the education of his people. There are few men of equal integrity and dedication, and fewer still whose professional contribution and warm friendship could be so grievously missed. The loss can only be more tragic for his widow and six young children.

For those of us who have had the pleasure of knowing and working with Engineer Aziz, it is hard to imagine an Afghan with broader intellect or kinder heart, or to fathom the cowardliness of the act which has been perpetrated against him. His loss has been a very sad day for Afghans and those of us committed to their cause for freedom. But it has also been a time for us to take inspiration from Engineer Aziz's outstanding courage and character.

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FOREWORD

1991 has been a year of tragedy and tenacity for IRC's Program for Afghans. Barely two weeks into the new year, IRC was forced to evacuate over 30 international staff due to the deterioration of local security following the commencement of the Gulf War. In August, a sequence of robberies and kidnappings in Afghanistan led to the beginning of a five-month suspension of USAID-funded cross-border programs. In the same month, political machinations in Hangu led to the departure of IRC's medical coordinator and a period of sustained tension in the three Hangu-based programs and the refugee communities they serve. Finally, ultimate tragedy struck in November when Engineer Aziz Osmani - IRC's highly respected Coordinator for Language Development Programs - was assassinated in a hail of gun fire while on his way to work.

It would be difficult to understate the unmitigated courage with which IRC's staff have risen against threats and demonstrated terror in order to continue their commitment to the cause of Afghans and Afghanistan. Despite the year's set-backs, IRC's programs not only sustained activity, but were able to adapt to the changing economic and political circumstances within which they operate. IRC's refugee programs adjusted to the decreasing funds available to them by stressing the more sustainable elements of their services, such as primary health care, community-based education, teacher training and continuing the 'Afghanization' of staff and implementing partners. IRC's cross-border programs were able to adopt new strategies emphasizing greater community inputs and providing facility for the development of Afghan organizations capable of implementing their own rehabilitation projects.

As the year came to a close, IRC's refugee programs continued to reach some 200,000 Afghans with health services and nearly 100,000 more with primary, secondary and advanced-level education programs. In resistance-held areas of Afghanistan, IRC-supported activities reached 19 provinces with agricultural, educational and public health projects. IRC's ten program departments were supported by 45 grants and contracts totalling approximately 15 million dollars. IRC's staff of over 65 managers is by now almost entirely Afghan, reflecting IRC's philosophy that in order to preserve their cultural, lingual and religious heritage, refugees must be at the reins of their own destiny.

As we enter 1992, there are many reasons for hope and optimism. Lethal aid to the Kabul Government and the various resistance factions has been severely curtailed through a series of agreements reached between the governments of Pakistan, the United States, Saudi Arabia and the now-defunct Soviet Union. Current UN-sponsored diplomatic activity is aimed at establishing an interim government and a platform for national elections. Perhaps most encouraging are the increasing numbers of refugees who - in frustration with the slowness of the political process - are already voting with their feet and returning to areas where there can be found a modicum of peace and the foundations for livelihood.

IRC intends to sustain our commitment to those refugees who have no viable option of returning to their homelands. At the same time we must endeavor to invest in opportunities to assist Afghans in rebuilding their war-torn homes and communities and re-establishing their renowned independence.

Randolph B. Martin, Country Director
Peshawar, 1 March, 1992

INTRODUCTION

The IRC Program for Afghans

The Soviet invasion of Afghanistan in December, 1979, prompted one of the largest human upheavals in contemporary history. The incursion drove an estimated eight million Afghans from their homes - over half of Afghanistan's population of 15 million people in 1979. Of these, approximately 2.25 million fled to Iran and 3.67 million to Pakistan. Another two million have been displaced within Afghanistan.¹ The war has produced an estimated one-and-a-half million casualties. Already one of the poorest countries in the world, the war has all but denuded Afghanistan of schools, roads, bridges, irrigation systems, health facilities and other public infrastructure.

Although Soviet troops withdrew in February, 1989, the war has raged on as well-supplied government and resistance groups have continued their struggle for power in what has always been a fragile balance of competing tribal powers and international interests. While the Soviet withdrawal took with it much of the world's attention, few, if any of the issues which drove individual Afghans and families from their homes have been resolved. Even in areas where war is not being fought, there lingers an estimated nine to ten million land mines and a severely diminished food producing capacity, to mention only the most immediate of concerns.²

Since IRC's arrival in Pakistan in 1980, IRC programs have reflected the shifting needs of Afghans, both as refugees and as war-impacted communities attempting to cling to their homes across the border. In 1980, IRC opened its first projects, which provided medical assistance for the 200,000 Afghan refugees who fled over mountains and across deserts into the Kohat District in the Northwest Frontier Province (NWFP) of Pakistan. Since that time, programs administered by IRC have focused on providing services related to public health, sanitation, curative medicine, education and income generation.

In February, 1989, in accordance with the Geneva accords of 1988, the Soviet troops withdrew from Afghanistan. Anticipating massive repatriation, IRC initiated two cross-border programs aimed at rehabilitating the agricultural sector in rural areas of Afghanistan. Large-scale repatriation has not occurred to the extent that was anticipated three years ago. Accordingly, IRC's strategies related to cross-border program implementation have shifted from short-term, relief-oriented strategies to more sustainable approaches which stress community involvement and facilitate the gradual return of refugees.

The details and activities of these numerous and variegated programs are summarized in this report.

1991 and Beyond: Events and Plans

Substantial progress was made in 1991 in achieving goals that had been set by the program. The Hangu Education Program trained over 500 primary school teachers, well over the target of 300 that the program had set for itself; With two fewer medical teams than in 1990, doctors working for the Hangu Medical Program diagnosed and treated more than 450,000 patient cases. IRC's Self-Reliance Program's budget exceeded Rs. 43,000,000 (\$1.75 million), of which, over 80 percent was funded by the program's own revenues. In Afghanistan too, the communities which IRC supports have made substantial progress towards revitalizing agriculture production. IRC has been involved in the rehabilitation of over 120 traditional irrigation tunnels, or *karezes*, in addition to increasing involvement in public health and education projects.

Frustrations and tragedy have been an inherent part of working with the politically volatile Afghan refugee community, and 1991 was marred by substantial setbacks. Security concerns related to the Gulf War prompted the evacuation of the majority of IRC's expatriate staff between January and March. In September, IRC's Medical Coordinator left the program, resulting in a temporary disruption of refugee health services. Portions of IRC's two cross-border programs - the Rural Assistance Program and the Rehabilitation Program for Afghanistan - were hindered when USAID suspended cross-border assistance due to the deteriorating security situation in the late summer. The embargo lasted nearly six months. Far more tragic has been the loss of Engineer Aziz Osmani, IRC's highly respected Coordinator of the Language Development Program, who was assassinated on 25 November, 1991 by yet unknown assailants. Although these events have impeded programs, they have not diminished the resolve of the staff or IRC's commitment to the Afghan cause.

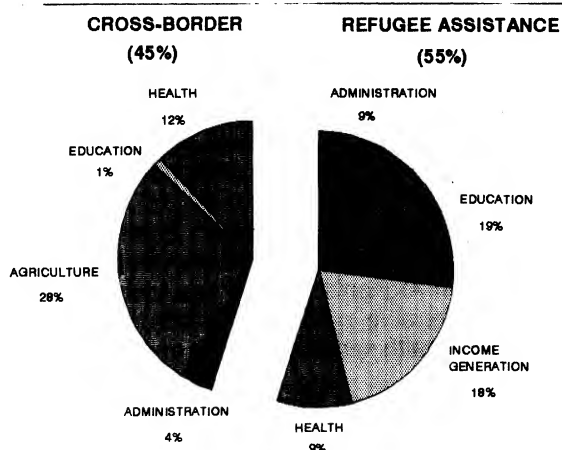
Given these constraints and the reality of shifting world attention to other international issues, in 1992, IRC will be providing assistance to needy Afghan communities in an environment of reduced funding and media-exposure. All IRC programs have prioritized ways to maximize impact while limiting costs, with increasing emphasis on community participation. As IRC looks towards 1992, it will focus on provision of primary education, teacher training, preventative and primary health care, and multi-sectoral cross-border programs that work towards equipping

Afghans with skills that can be applied to working towards attaining a higher quality of life when they return to Afghanistan.

Funding

IRC receives funding from multiple sources, including the United States government (54 percent), private donors - mostly European - (38 percent), and the United Nations (eight percent). In 1991 the total expenditures of IRC-Pakistan was \$9.7 million. IRC allocated its money to the following project areas as shown in Chart A.

IRC PROGRAMS BY SECTOR



IRC would not be able to assist Afghans without the generous assistance of individuals and organizations that have provided support. IRC would like to take this opportunity to thank its private, governmental, and United Nations donors, as well as those individuals who have contributed to the programs managed by IRC.

Private/Other

Agha Khan Foundation
Asia Foundation
AUSTCARE
Bernard van Leer Foundation
Canadian Embassy
Norwegian Church Aid
Norwegian Afghanistan Aid
Operasjon Dagsverk
Refugees International - Japan
Stichting Vluchteling

International Organizations

Food and Agriculture Organization
United Nations Development Program
United Nations High Commission for Refugees
UNICEF
World Health Organization

U.S. Government

U.S. Agency for International Development
U.S. Department of State Bureau for Refugees
U.S. Information Agency

I. MEDICAL SERVICES

Responding to a massive influx of Afghan refugees, the International Rescue Committee (IRC) commenced a medical program in the Northwest Frontier Province (NWFP) of Pakistan in 1980. Since 1985, IRC's medical program has stretched from Kohat to Thal in NWFP and has provided preventative care, curative services and health education to more than 200,000 refugees.

In order to improve refugees' chances of maintaining healthy families when re-establishing their homes in Afghanistan, IRC has focused on offering transferrable, public health care largely by stressing the health needs of women and children.

A. THE HANGU MEDICAL PROGRAM

The core component of the Hangu Medical Program is the Basic Health Unit (BHU). The following curative and preventative health care services are provided through the BHU:

- 1) Main clinics
 - a) Diagnostic services
 - b) Laboratories
 - c) Referral services
- 2) Maternal and Child Health clinics (MCH)
- 3) Public Health Programs
 - a) Female Health Worker (FHW) Program
 - b) Community Health Worker (CHW) Program
- c) Expanded Program for Immunization
- 4) Water and Sanitation Program

In addition to the above programs of the BHU, dental services are provided by IRC's dental clinic at Mohammed Khoja camp.

Six mobile medical teams rotate among the BHUs located in each of the 13 camps serviced by IRC. The health teams follow a visitation schedule based on camp populations so that curative services are provided two days a week in the smaller camps and three days a week in the larger camps. The BHU in each camp serves a population of six-22,000 (see Map 1 for locations and camp populations). Each team, headed by a male and female medical officer, consists of three Lady Health Visitors (LHVs), who work in the maternal and child health clinics (MCHs), and one dispenser. The public health staff includes Community Health Supervisors and Workers (CHSs and CHWs), Female Health Supervisors and Workers (FHWs), *dais* (maternal and child health care workers), sanitarians, motivation team members, malaria supervisors, vaccinators, and dispensary aids.

IRC has continued to shift focus from provision of curative services to emphasizing preventative health care services and health education. Since 1989, the number of medical teams has been reduced from 11 teams serving 12 camps to six teams which serve 13 camps. The overall goal of the clinical portion of the Hangu Medical Program is to insure that basic community health indicators remain stable and that vulnerable groups, including women and children, continue to receive adequate care.

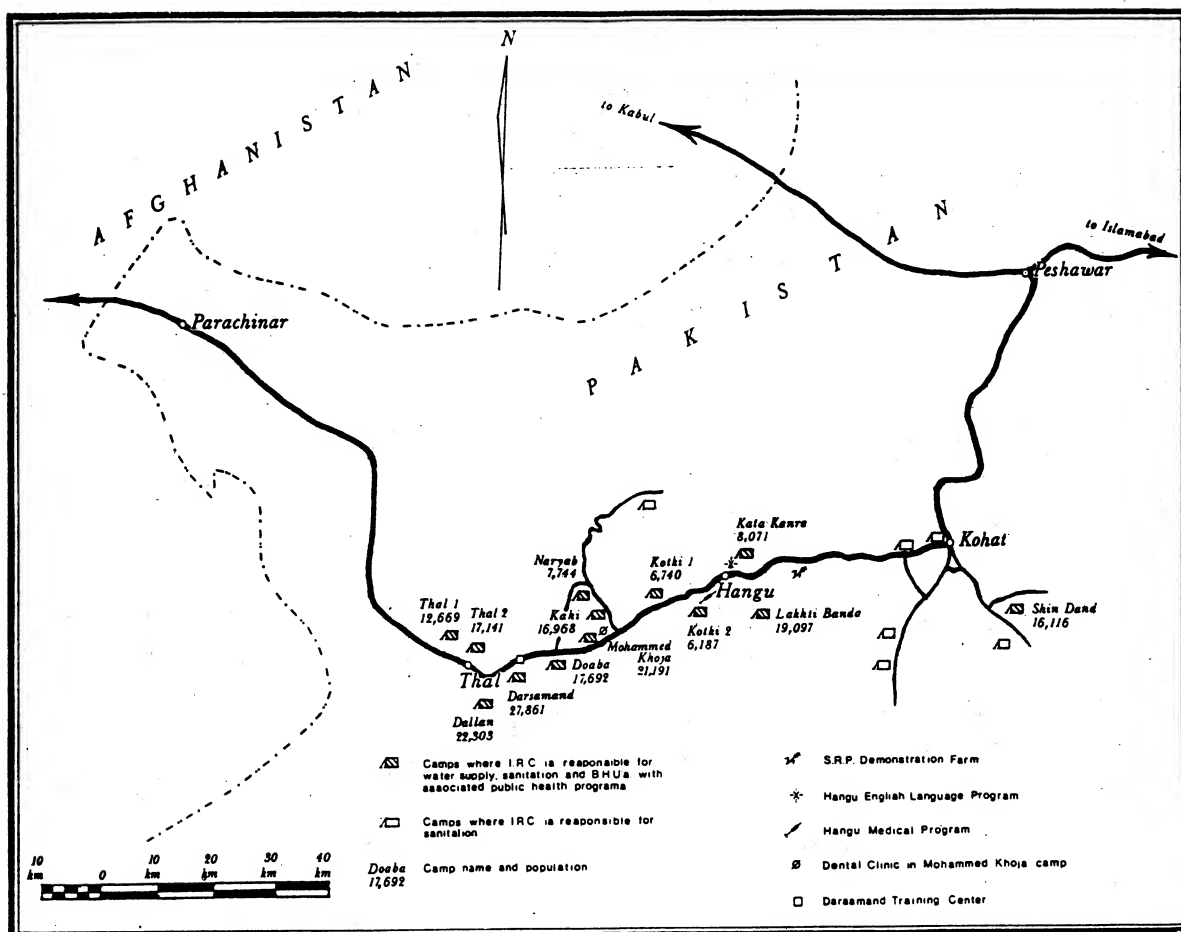
In 1991, IRC continued to provide clinical services. However, emphasis continued to shift to increasing health education and equipping community health workers with skills that can contribute to improving public health after repatriation. In 1991, substantial progress was made in this area: the number of patient visits to BHUs decreased by 13 percent from 516,445 to 451,467; the percentage of pregnant women who enrolled in the ante-natal clinic increased from 74 to 76 percent; 47,474 new-born and child visits were recorded in the maternal child health clinics (MCH) in 1991, a substantial increase from the 20,246 visits that were recorded in 1991; and, using defaulter lists and outreach teams the Expanded Program for Immunization (EPI) was more effective in immunizing target groups than in any previous year.

Nevertheless, substantial challenges remain. With the decrease in the number of medical teams, the average number of patient visits per day per doctor increased from 101 to 124; the MCH nutrition program was adversely affected by the reduction in Lady Health Visitor staff working in the MCH; and, the percentage of children attending the MCH on a monthly basis fell far short of the targeted 55 percent. There continues to be community resistance to receiving medical attention for minor maladies like colds, cuts, or muscle aches from a Community Health Worker (CHW) or Female Health Worker (FHW), rather than from a doctor in a clinic. The following sections of this report more specifically address the accomplishments that were achieved during the year and the challenges that will be addressed in 1992.

Clinical Services

The main clinics of each BHU provide diagnostic and therapeutic services, operate laboratory facilities, and refer patients to Peshawar or Kohat when serious medical care is required.

Map 1: IRC Medical Program Basic Health Units



DIAGNOSTIC SERVICES

Introduction

Ailments most often diagnosed include respiratory tract infections, musculo-skeletal aches and injuries, and gastric problems. Malaria, tuberculosis, and diarrhoeal disease are monitored very closely and are controlled with substantial reliance on preventative and health education services.

Events

The total number of patient visits recorded in 1991 was 451,467, making an average of 37,622 visits per month. This total is less than the number of visits recorded in 1990 (516,445). But because of reducing the number of medical teams from eight to five-and-a-half, the average number of patients attended by one medical officer per day was 124.

For a summary of diagnoses made during the year and a review of patient visits recorded since 1988, refer to Appendix I, Tables 1 and 2.

In July, a dilation curettage (D&C) and evacuation curettage (E&C) center was established at the Hangu Main Office to provide obstetric and gynecological care. The D&C Center also provides needed services for women who can not afford the expenses of a private clinic. Of the 24,485 ob/gyn cases that were treated in the BHU, 35 cases were referred for treatment to the D&C Center during the last six months of 1991.

Starting in March, 1991, all children under-five suffering from diarrhoea were given ORS solution in the oral rehydration therapy (ORT) corners of the BHU. Primary messages were taught to the mothers on how to prevent and treat diarrhoea. 14,841 children received treatment in ORT corners during the year.

Malaria

The number of recorded malaria cases has increased steadily since 1986 in the refugee camps in the Northwest Frontier Province. This increase is probably due to an increase in breeding sites, as well as to improved screening and diagnostic procedures; until 1989, each medical team was limited to testing a maximum of

15 malaria slides per day. By 1991, lab capacity had been expanded, allowing all suspected cases to be checked for malaria. The number of positive vivax cases has almost tripled since 1986, but the percentage of positive cases has decreased. The number of falciparum cases has doubled from 1990 and there has also been a significant increase in percentage of positive cases that have been examined by the laboratory. For a summary of malaria diagnoses that were made in 1991, refer to Appendix I, Table 3.

Tuberculosis

In 1991, a total of 377 new tuberculosis cases were recorded: 98 pulmonary positive (P+ve), 195 pulmonary negative (P-ve), and 84 extra-pulmonary (EP). 229 cases completed their treatment course (77 P+ve, 81 P-ve, and 71 EP). The defaulter rate during the year was six percent and the loss rate was one percent. Incidence of pulmonary positive cases was slightly lower in 1991 than in 1990 (109 in 1990). However, there was a significant increase in the incidence of pulmonary negative cases (108 in 1990). The increase in recorded number of pulmonary negative cases is attributed to increased detection activities, a decrease in P+ve cases, which are often advanced cases of tuberculosis, and early diagnosis by chest x-ray.

The Future

In 1992, six medical teams will continue to provide diagnostic and therapeutic services. However, preventative services and health education services will be further enhanced to attenuate dependency on curative services. Special emphasis will be made to treat and prevent endemic diseases like malaria, tuberculosis, and diarrhoeal disease. To protect the health of pregnant women, female doctors will treat gynecological disorders, manage complicated pregnancies, and treat spontaneous and incomplete abortion cases. Patients suffering from chronic diseases will be checked at least twice a month by medical officers.

LABORATORY SERVICES

Introduction

The IRC laboratory system consists of one main lab in Hangu and two field labs. The field labs perform malaria, blood, and stool tests. All other specimens collected from the BHUs are sent to the Hangu lab which returns the results the following day. Malaria and tuberculosis are diagnosed by conducting laboratory examinations. Cross-checking of blood smears and sputum specimens by the Italian Corporation



A young girl visits IRC's Basic Health Unit (BHU) in Mohammad Khoja camp near Hangu. The BHU is the core component of the Hangu Medical Program and provides both curative and preventative health care. Six mobile medical teams provide curative services on a rotating schedule to the BHUs located in each of the 13 camps that IRC serves.



for Development and Medecins sans Frontieres-Holland verifies accuracy and ensures quality control.

Events

During the year, a total of 37,210 slides were screened for malaria. 11,013 (30 percent) were found positive. 7,202 sputum slides were checked and confirmed. 386 slides were found positive for Acid Fast Bacilli (AFB). A total of 11,400 stool specimens were studied during the year. 7,176 specimens (63 percent of total specimens examined) were positive. For a summary of detected parasites, please refer to Appendix II, Table 1. 19,815 blood specimens, 9,799 urine samples and 141 other specimens were examined during the year.

The Future

In 1992, the lab technicians will continue to test all the samples that are sent from BHUs. TB slides will be cross-checked by the Italian Corporation for Development. Malaria slides will be cross-checked by Medecins sans Frontieres-Holland, with 100 percent accuracy as the goal.

REFERRAL SERVICE

Introduction

The Hangu Medical Referral Program screens patients and serves as an intermediary between BHUs and hospitals in Peshawar and Kohat. Emergency cases and those that require specialized treatment are referred to Peshawar or Kohat. Typical referrals include bone fractures, acute appendicitis, complex abdominal problems, hepatitis, obstetrical complications, and chronic cardiac conditions.

Events

The total number of visits to the referral program during the year was 6,410. 1,415 patients were referred to Peshawar and to Kohat. For a summary of types of referrals made in 1991, see Appendix II, Table 2.

The Future

This service will be modified in 1992. Instead of having a referral doctor, all referrals will be made directly by medical officers.

THE DENTAL PROGRAM

Introduction

The dental clinic of IRC is situated in the Mohammed Khoja refugee camp and provides the only dental services available for the 200,000



A Hangu Medical dental technician lectures about dental care in a primary school in Darsamand camp. During 1991, the dental technician visited all of the 13 camps that IRC's Medical Program serves and provided health messages in schools, at BHUs, and at community gatherings.

refugees that reside in the Kohat area. Clinical services include filling teeth, applying dressings, scalings, extractions, and providing check-ups. In addition to curative services, a dental technician travels to BHUs, schools and presents dental education messages. He also conducts dental workshops for community health workers and community health supervisors.

Events

During the year, a dental technician was hired so that preventative services of the dental program could be expanded and improved. Hired in May, the dental technician visited all of the 13 camps which fall under the auspices of IRC care. He presented dental-health messages to medical staff and community members. He also screened 3,070 patients and referred 304 patients for treatment. During the year, 7,248 patients were diagnosed and treated. For a summary of patient visits, diagnoses and treatment administered during the year, please refer to Appendix II, Tables 3 and 4.

The Future

In 1992, the dentist will continue to provide curative services that include filling, scaling, dressing, extracting, and treating dental diseases. The dental technician will screen villagers and refer them to the dental clinic when treatment is required. The dental technician will also conduct an average of 20 health education sessions per month at BHUs, schools, and refugee gatherings.

Primary Health Care Services

Through the BHU, IRC also manages primary health care programs and services. These include mother and child care services of the Maternal and Child Health Clinics, the Expanded Program for Immunization (EPI), the Female Health Worker Program, the Community Health Worker Program, and the Water and Sanitation Program. Details on each of these programs is presented below.

THE MATERNAL CHILD HEALTH PROGRAM

The Maternal Child Health (MCH) Program, which operates in the BHUs, provides special services to three vulnerable groups: pregnant women, lactating mothers, and children under-five. There are approximately 44,000 mothers and 36,000 children under-five (which includes 6,000 deliveries per year) in the camps that IRC serves. Community workers extend MCH's range by referring members of the target population to the MCH program. If some women cannot come to the MCH, a lady health visitor (LHV) will visit their homes and also conduct follow-up visits. The following are the components of the MCH program:

Nutrition Education Program: To prevent malnutrition, the MCH program provides non-formal educational messages on how to procure and prepare healthy and well-balanced meals for the family. Teaching sessions coincide with weekly weighing-in of children. Children who are suffering from second degree malnutrition (less than 80 percent weight for height) or third degree malnutrition (less than 70 percent weight for height) are enrolled in the program. LHVs visit and monitor malnourished children in their home environment. A total of 476 malnourished children (328 second degree, 137 third degree, and 11 flat cases) registered in the feeding program during the year.

17,965 feedings occurred during the year. Food prepared included vegetables and cereals, formula milk, and beans. Out of the 406 children attending the clinic during the year:

- 278 (68 percent) children gained weight;
- 74 (18 percent) children lost weight;
- 54 (13 percent) children remained the same.

In 1992, the MCH will continue to provide special feedings for second and third degree malnourished children. As the *dai* (a traditional maternal and child health care worker) prepares the meal for the child, she will involve the mother in the cooking and ask her questions regarding nutrition and preparation of nutritious and well-balanced meals. LHVs will visit the homes of second and third degree malnourished children

enrolled in the feeding program and check factors that may be contributing to the low weight of the child. Discussions will be held with family members to try to ascertain why the child is losing weight.

Under-five Clinic: The under-five clinic portion of the MCH Program provides growth monitoring and immunizations for the child. Mothers receive education on breast-feeding, nutrition, and control of diarrhoeal diseases. The "Road to Health Card" is used to monitor immunizations and weight of the child.

A total of 8,392 children registered in the under-five clinical program. Of those children, 7,663 were under-one-year old. 5,314 children were registered during the first month of life. A total of 174,190 visits to the under-five clinic were recorded during the year, making an average of 14,715 visits recorded per month. Only 41 percent of the under-five population visited the MCH once a month during the year. This low attendance rate is attributed to the reduction in visits made to the BHUs by the medical teams. The number of visits made per week to all MCH programs in the BHUs decreased from 40 to 32. Children received vaccinations, were weighed, and were treated for ~~sicknesses~~. Diarrhoeal diseases, malaria, and skin infections were the most common diseases diagnosed and treated during the year. 108 deaths of children-under-five were reported during the year. The majority of these deaths were related to diarrhoeal disease or chest infections.

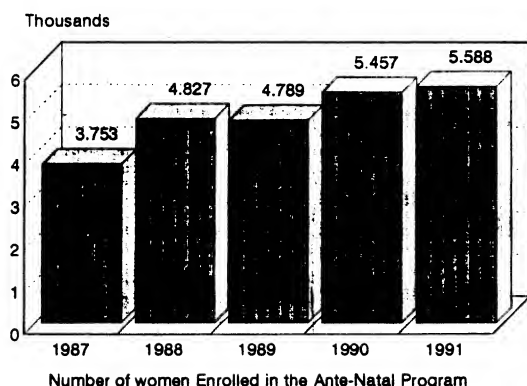
With the reduction of MCH visits by medical team member, it is not anticipated that the monthly attendance rate of children-under-five visiting the MCH in 1992 will reach higher than 40 percent.

Ante-natal and Post-natal Program: This program seeks to improve the health of the mother, ensure safe delivery, and improve the health of babies. Ante-natal services include the prevention and treatment of anemia, tetanus toxoid vaccinations, nutrition education, and the identification of high-risk pregnancies to ensure that deliveries by a trained FHW can be arranged.

5,588 pregnant women registered in the program in 1991 (76 percent of all pregnant women). There has been a steady increase in the number of women who enroll in the ante-natal program since 1987 (see Chart B, page 9). A total of 23,643 visits were recorded at the ante-natal clinic during the year. Of the 7,375 births reported, 397 (five percent) deliveries were attended by MCH staff, a *dai*, or an IRC Lady Health Visitor; 2,215 (30 percent) births were attended by an IRC Female Health Worker; and 4,763 (65 percent) were attended by family members or occurred in hospitals.

CHART B:

Maternal Child Health Care Program And
The Expanded Program For Immunization



Visits were made by LHVs to monitor new-borns and check mothers for any post-natal complications. LHVs also asked family members to register the baby in the BHU and have it vaccinated. Post-natal visits numbered 2,460 (33 percent of reported deliveries) during the year, an increase from the 2,098 (30 percent of reported deliveries) that was recorded in 1990. New-born visits to the BHU numbered 5,314 (72 percent of reported deliveries).

In 1992, the goal is to register 75 percent of the pregnant women in the ante-natal program and 40 percent of women giving birth in the post-natal program. In addition to the services mentioned above, the *dais* will conduct small group discussions concerning the importance of visits to the ante-natal clinic, cord cutting, tetanus toxoid vaccines, diet during pregnancy, and prevention of anemia.

THE PUBLIC HEALTH PROGRAM

The Public Health Program is responsible for improving the health status of the refugees through health education activities in the community and referring cases to the Basic Health Units (BHUs) and related programs like the Maternal Child Health clinics (MCHs) or the Expanded Program for Immunization (EPI). The main vehicles for disseminating public health information are the 824 Community Health Workers (CHWs) and the 1,249 Female Health Workers (FHWs). The Expanded Program for Immunization, which provides vaccinations against the six target diseases and tetanus toxoid, also falls under the auspices of the Public Health Program.

Community Health Worker Program: CHWs are male volunteers, chosen by their communities, who act as a link between the community and their BHU. Each CHW is assigned to 34 families, slightly short of the UNHCR guidelines of one CHW per 30 families. The CHWs have three primary tasks: teaching health lessons to families, attending to minor illnesses and referring patients to the BHU health programs. CHWs work closely with the EPI program, canvassing families to register and receive their required vaccinations. The Community Health Supervisor (CHS) is responsible for managing 30 CHWs.

During the year, one Community Health Supervisor (CHS) and 62 new Community Health Workers were trained. There are now a total of 824 CHWs. During the year, 665 CHWs participated in a six-day refresher course. The first three days of the course focused on control of diarrhoeal disease. The second portion focused on malaria, tuberculosis, and EPI. In addition, CHSs participated in a three-day workshop on control of diarrhoeal disease and a one-day workshop on dental health.

337,277 home visits by CHWs were made during the year (28,106 visits per month). During the home visits, the CHWs focused on educating families on malaria, and prevention and treatment of diarrhoeal disease.

CHSs conducted 5,984 visits to CHWs during the year (495 visits per month). Guidance was given on how to educate families on malaria, skin infections, and diarrhoeal disease. In addition to these activities, CHSs also assisted the main clinics and Maternal Child Health clinics (MCHs) by reporting births, identifying vaccination defaulters, and motivating community members to prepare for mosquito spraying.

CHWs treated 346,816 patients suffering from simple sicknesses, i.e. diarrhoea, fever, cough/colds, and skin problems. 206,177 patients were referred to BHUs for additional treatment. 12,483 patients were referred from BHUs to CHWs. Medical officers feel that there are still patients who attend the BHU unnecessarily and who can adequately be treated by CHWs.

In addition to conducting the tasks reviewed above, in 1992, the CHWs will focus on improving the quality of the messages that they present to their audiences. All CHWs and CHSs will attend refresher courses which last between three and five days. CHWs will be trained in new topics and review topics related to endemic diseases and disease prevention, i.e. malaria, tuberculosis, diarrhoeal diseases, and immunization.

Female Health Worker Program: The FHW works primarily with pregnant women and young children. The FHW has the following responsibilities: 1) attend home deliveries and apply safe delivery techniques; 2) refer children and pregnant women to the MCH for ante-natal care, immunizations, high-risk pregnancy cases, and post-natal care; and, 3) deliver a broad range of health education topics in homes. UNHCR guidelines state that one FHW should be trained for every six families. In aiming to meet this objective, IRC has found its attempts constrained by cultural conditions which inhibit the participation of women in such programs. Nevertheless, IRC has trained more than 45 percent of the total Afghan FHWs who work in all of the Northwest Frontier Province (NWFP).

In 1991, 13,091 visits by pregnant women to the MCH for health monitoring and necessary treatment were recorded, an increase from the 5,735 visits recorded in 1990. This increase is attributed to the emphasis in FHW training on the importance of referring children and pregnant women to the MCH and monthly monitoring of the FHW workers by the LHV.

47,474 new-born and child visits were referred to the MCH this quarter. This is an increase from the 20,246 visits that were recorded in 1990. This increase is attributed to LHV supervision and emphasis on referral in the FHW refresher course training. New-borns were checked, immunized, and provided with growth cards.

498 new FHWs were trained during the year and 962 FHWs participated in refresher course training. Topics addressed in refresher courses included pregnancy and delivery, post-natal care, referrals, control of diarrhoeal disease, and acute respiratory infection.

In 1992, emphasis will be made to increase the percentage of births that are attended by an FHW. To achieve this goal, LHVs and Female Health Worker Supervisors (FHSs) will visit, monitor, and provide basic supplies to the FHW. 1,000 FHWs will participate in refresher training.

Expanded Program for Immunization: The Expanded Program for Immunization (EPI) provides immunizations for six preventable childhood diseases: tuberculosis, pertussis, diphtheria, polio, tetanus, and measles. The program also offers tetanus toxoid vaccinations for pregnant women. Besides the vaccination program in the BHUs, two outreach teams work in the homes with female vaccinators, ensuring access to the female population. CHSs and CHWs now use defaulter lists to reduce the default rates of measles vaccinations.

In 1991, EPI activities were more effective in achieving coverage of target groups than in previous years. In addition to administering vaccinations in the BHUs, two outreach teams also visited the camps. Ten male vaccinators worked in the BHUs with the medical teams. Two or three male and one female vaccinator worked on each of the two outreach teams. All under-five year-olds and women 15 to 45 are targeted to receive vaccinations. However, specific emphasis is geared towards children under-one-year-old and pregnant women. For a summary of vaccine coverage rates in 1991, refer to Appendix III, Table 1.

The improved immunization coverage is reflected by the decrease in incidence of EPI target diseases during the year. Only 24 cases of measles were reported in 1991 (14 in vaccinated and ten in unvaccinated children). There were no fresh cases of polio reported or diagnosed in IRC camps in 1991.

Though the number of medical teams was reduced in 1991, EPI activities actually improved during the year. This is attributed to monthly outreach team visits and use of defaulter lists by Community Health Supervisors (CHSs), Community Health Workers (CHWs), and outreach team members to identify individuals who were due to receive vaccinations. For a summary of drop-out rates that were recorded during the year, refer to Appendix III, Table 2.

In 1992 the EPI program plans to continue providing vaccinations against six preventable diseases in the BHUs and, through outreach teams, 90 percent or more of the target groups will be immunized by the end of 1992. EPI cards will be issued to mothers of children and pregnant mothers to monitor vaccination activities. At the end of every month, the BHU vaccinators will prepare defaulter lists using permanent registers which list the EPI status of all the vaccinated target groups who reside in the camps. CHWs will use the lists to identify defaulters noted on the list for whom they are responsible. They will make necessary follow-up visits.

WATER AND SANITATION PROGRAM

Introduction

The Water and Sanitation Program seeks to control diarrhoeal disease, malaria, and water-borne diseases by providing health education and environmental health services to the refugees in the camps. IRC supplies materials and technical

IRC sanitarians demonstrate the method for draining a stagnant pond in a refugee camp near Hangu.



assistance to communities who wish to construct latrines for human waste disposal. Mosquito breeding sites are destroyed by treating or filling stagnant ponds. To maintain a constant supply of potable water, wells are constructed or repaired. Where no supply of water exists, tanker trucks provide water.

Events

In 1991, 14 sanitarians conducted 6,064 health education sessions (an average of 505 sessions per month):

- 1,665 sessions were held in BHUs;
- 1,770 sessions were held in schools;
- 2,629 sessions were held at refugee gatherings.

Topics addressed during the sessions included use of latrines, waste disposal, communicable diseases, storage of food products, personal hygiene, and control of flies and mosquitos.

Community action and participation continued to play an important role in the education activities of the sanitarians. During the year, the following waste disposal activities, conducted by community members, were organized by sanitarians:

- 469 instances where refuse was burned;
- 401 instances where refuse was buried;
- 636 instances where refuse was collected and carried away;
- 1,274 instances where surrounding areas of shallow wells were cleaned; and
- 936 instances where shallow wells were cleaned.

1,060 ventilated improved pit (VIP) latrines and one pure-flush latrine were constructed in 1991. Eighty traditional latrines were destroyed and 100 traditional latrines were improved by supplying 200 concrete beams and 100 slabs in Mohammed Khoja, Naryab, Kahi, and Darsamand camps.

Fifty-nine VIP latrines were improved at schools sponsored by the Afghan Commissionerate. Latrines were maintained at 17 schools and nine BHUs.

In 1991, 62 shallow wells were improved by lining the wells and/or installing rings, posts, well axles, and constructing aprons. 125 improved-shallow wells were maintained during the year by replacing 477 concrete rings, 123 posts, 40 rope reels, and 62 aprons around wells. Nylon ropes and rubber buckets were distributed to 630 improved wells. 667 shallow wells were chlorinated with residual chlorine twice during the year.

Eleven gravity springs were improved by covering spring trenches with concrete slabs and manholes. 755 feet of galvanized iron pipes and 3,145 feet of poly-vinyl chloride (PVC) pipes were also laid to transport water flow to users.

Twenty-five surface tanks, each with a capacity of 2,500 liters, were constructed to store spring water. To disinfect spring-flow water, 127 surface tanks and 12 manholes were cleaned and chlorinated.

An insecticide spray program commenced on 4 August, 1991. UNHCR/Project Director of Health and Medecins sans Frontieres-Holland

recommended that four different types of insecticides be used during the spraying so that effectiveness of different sprays could be evaluated. Malathion was sprayed in Thal 1, Thal 2, Dallan, Darsamand 1, Darsamand 2, Naryab, and Kotki 1. Fenitrothion was sprayed in Kahi and Lakhti Banda. Actellic was used in Doaba and Icon in Kotki 2. Acting as a control, Mohammed Khoja and Kata Kanra camps were not sprayed at all.

An average of 92 percent of houses in the camps that received spraying were sprayed completely. Two percent of the houses were sprayed partially, and six percent were not sprayed at all.

Because the Thal and Kotki camps are more susceptible to outbreaks of malaria, a second round of spraying was conducted in Thal 1 and Kotki 1 between 9 and 26 October. Malathion was used in both camps. Fewer houses were sprayed during the second round. Residents complained about the smell and the stains that Malathion leaves on the walls of homes. In Kotki 1, 59 percent of the houses were sprayed and in Thal, 77 percent of the houses were sprayed.

After the spraying, the incidence of vivax decreased from the summer months but the incidence of falciparum increased after the spraying. However, it is common for the incidence of falciparum cases to increase in the autumn. The incidence of falciparum, in comparison to the same period last year, was lower. The incidence of falciparum was less in camps where actellic and icon were sprayed. However, it can not be established at this time that decreased incidence was attributed to those insecticides. It was noted that community receptiveness to those two insecticides was higher than the other two insecticides used (Malathion and Fenitrothion).

Vector control activities were conducted in some of the camps by filling, draining, and treating stagnant ponds. The following activities occurred during the year:

- 312 stagnant ponds were filled;
- 166 stagnant ponds were treated with kerosene oil;
- 104 stagnant ponds were drained.

Forty-one Indus hand pumps were installed during the year. Eighteen hand pumps received maintenance care by replacing handle bearings, pipes, rods and flanges.

The IRC Water Program provided drinking water via UNHCR tanker truck by making 1,160 trips to ten villages located in Lakhti Banda, Kotki 1 and Kotki 2 camps. 6,500 liters were delivered each trip.

Four surface tanks were constructed in these camps to store the water delivered by the tanker.

The Future

In 1992, the Water and Sanitation Program will provide an adequate amount of clean water for 21,000 refugee families residing in the Hangu-Thal area by managing water-borne diseases and improving water sources. This will be done by constructing at least 45 shallow wells, maintaining approximately 150 shallow wells, chlorinating wells, providing nylon ropes and rubber buckets, installing 17 Indus hand pumps, improving at least 11 springs, constructing at least 33 surface tanks, and cleaning and maintaining at least eight springs and 30 surface tanks. When needed, water will be provided by tanker to Lakhti Banda, Kotki 1, and Kotki 2 camps.

Eighty latrines will be constructed at schools located in the IRC camps. Forty ventilated improved pit (VIP) latrines will be improved. Health education sessions on sanitation will be held at BHUs, schools, and refugee gatherings. Community meetings will be held to discuss problems associated with waste and garbage. Communities will identify at least 60 stagnant ponds per month which will be destroyed by filling, draining, or treating them with kerosene oil. An insecticide campaign will be conducted in August to control malaria.

B. THE WHEAT-BASED ORAL REHYDRATION RESOURCE PROJECT

Introduction

Established in October of 1990, the Wheat-Based Oral Rehydration Research Project is a two-year project which is examining the viability of a wheat-based oral rehydration solution as treatment for diarrhoeal dehydration among Afghan children. Many agencies have promoted use of home-made sugar-salt solution (SSS) to treat dehydration caused by diarrhoea. However, UNHCR has demonstrated that SSS is seldom used by the refugee population and that when it is used, it is often prepared incorrectly.

Events

Between May and November, 1991, a controlled field trial comparing wheat salt solution (WSS) and glucose oral rehydration solution packets (G-ORS) for the management of uncomplicated non-dysentery diarrhoea within the home was conducted. Four refugee camps with medical services were selected to participate in the study.

366 under-five diarrhoea cases were selected to participate in a treatment group; 183 received wheat salt solution, and 183 received glucose oral

rehydration salt solution. Mothers of the selected children were trained to prepare G-ORS or WSS. Each case was then monitored for seven consecutive days in the home to assess how children progressed and to gauge the mothers' perception of treatment effectiveness.

In the G-ORS group, a significantly high number of cases (24 percent) suffered from diarrhoea for a period longer than seven days, when compared to those cases that received WSS (six percent). The median duration of diarrhoea was six days among WSS users and nine days among G-ORS users.

A follow-up qualitative survey of the mothers in the WSS group, who had used ORS in the past, revealed that they preferred WSS. Seventy-five percent of the women found it to be less costly; 95 percent found it to be more readily available; 78 percent found it to be more effective; 65 percent found it to be better tasting; and 64 percent found it to be more accepted by their child. When asked which solution they think they will be more apt to use when they return to Afghanistan, 90 percent stated WSS.

The Future

The third phase of the project will continue in 1992. During that phase, staff who work with the project will develop culturally appropriate and beneficiary-targeted control of diarrhoeal materials, including control of diarrhoeal disease curricula, health messages, radio spots, visual aids, and research suitable for publication in local media sources.

C. THE HEALTH EDUCATION RESOURCE CENTER

Introduction

Established in February, 1986, the Health Education Resource Center (HERC) develops materials which emphasize the important role of primary health care and public health education in accordance with overall attempts by IRC to place an increased focus on preventative health care. HERC has had many requests for visual aids dealing with topics like target diseases for immunization, mother care, upper respiratory problems, iodine deficiency, control of tuberculosis, treatment of diarrhoeal disease through oral rehydration methods, drug control, mine awareness, and treatment of malaria. Materials in Dari and Pushto are supplied to various agencies located in the Peshawar area. In 1991, HERC produced over 75,000 images for over 50 agencies.

The HERC resource room houses books, periodicals, videos and cassettes on various

health issues. Health workers and others interested in public health may use the facilities. Videos, a television, VCR, and a slide projector can be checked out and used to conduct presentations pertinent to public health. In 1991, 27 organizations used materials in HERC's library. Twenty-two organizations borrowed audiovisual materials.

Events

As HERC produces and provides health education resources and materials, it seeks to become self-sufficient and produce materials in a cost-effective manner. In 1991, 75,718 images were printed by the Materials Development Project in 1991.

During the year, HERC distributed materials to 11 different organizations affiliated with Afghan political parties and to 40 health care organizations. For a list of specific organizations that received materials, refer to Appendix IV, Table 1.

In 1991, HERC generated a total revenue of Rs. 2,218,178 (Rs. 87,325 for HERC general and Rs. 2,130,853 for the Materials Development Project; Rs. 24 = US \$1).

In 1991, over 200 new books and magazines related to public health were added to the library. Over 1,000 individuals visited and used the resources during the year. Twenty-seven agencies borrowed books from the library and 22 agencies used the media facilities that are available. For a list of the agencies, please see Appendix IV, Tables 2 and 3.

From 9 to 13 June, a workshop on pre-testing health education materials was organized with the coordination of UNICEF. Conducted at HERC, the participants discussed and learned how to pre-test health education materials. The workshop was financed by UNICEF/Pakistan. The 24 participants represented the Pakistan Department of Health, the IRC Hangu Medical Program, and Save the Children-UK.

The Future

In 1992, HERC will maintain a current data base of publishers and distributors so that it can provide relevant and up-to-date research on issues relating to public health care. It will also produce medically correct and culturally sensitive health education posters and flipcharts. HERC will also facilitate collaboration between organizations producing health materials so that duplication is avoided and organizations can discuss effective ways to improve the health of Afghans through the production of visual aids.

طریق اکسیر یا زن مالہ، طفل نوزاد و طفل بزرگ خیرات. تطبیق واکسین از این بسیار مفید است
 امیدواریم، ناروغه ماشومان اونوی پیداماشومانوته واکسین کسول
 بی خطر دی. واکسین کسول له نادر و غیورنه مخنیوی کوی.
 واکسین اسید و محلول، نی پیدایزول بچون اور بزرگون کوبه خطر اوریایوسه روکست.

که ماشوم په اسهال اخځه وي، نو د اول تر اس محلول په پرله
 پي ټوکه وږه کړي.
 اگر بچه کوډست آرځي هون تونسه دغه وږه کړه بده نکل پلایس.



IRC's Health Education Resource Center designed and produced over 75,000 visual aids containing health messages. The HERC silkscreen on the left contains a message printed in Dari and Pushto that advises women, "It's good to have an EPI injection because it's not dangerous. It prevents diseases." On the right, the HERC silkscreen advises mothers to use Oral Rehydration Solution (ORS) to treat cases of severe diarrhoea.

The Importance of Health Education Programs for Afghans

By M., a student in IRC's Women's Journalism Program and a trainer at IRC's Women's Health Educator Training Program.

In Peshawar, more than 90 percent of Afghan refugees who live in camps do not know how to prevent themselves from getting communicable diseases. Every year, millions of dollars are spent on medical treatment by NGOs. However, Afghan refugees also have a severe need for health education centers and health educators, in addition to medical facilities. Therefore, IRC's Women's Health Educator Training Program (WHETP) should be helped by NGOs to graduate more health educators and hire course participants at hospitals, clinics, and schools [for a description of the WHETP program, refer to pages 19 and 20].

IRC Women's Health Educator Training Program (WHETP) offers a six-month course which trains Afghan women in the preventive field to teach literate and non-literate women about health and the prevention of communicable diseases.

Everyday a lot of Afghan people, especially children, die or become disabled from different kinds of illnesses. These disasters emerge from people's poor knowledge about health education. The number of mortalities and disabilities will not be decreased unless people know the importance of prevention and change their incorrect habits and beliefs.

WHETP should graduate more health educators. At the present and in the future, Afghan people need health educators as much as they need doctors. Health education is a type of program which has been started recently and it is not possible to change people's habits in a few months or years. People need a long period to be changed. Therefore, Afghan society needs professional health educators. In addition, students who participate in WHETP's training learn from WHETP and help their families in the preventive field. So, taking a health education course is effective in lighting up people's minds about health and education.

NGOs should help WHETP find job opportunities for its graduates as soon as they finish the course. Afghan refugees who live in camps are uneducated and their health condition is very bad. They need health educators to teach them. If there is no chance for health educators to carry out their objectives, how can people be changed? How can health standards be raised among Afghan refugees?

Afghan refugees really need to be helped, especially in the health field, because they do not want to lose their family members or see them suffering from contagious diseases anymore.

II. EDUCATION PROGRAMS

IRC firmly believes that provision of education is one of the most effective ways of empowering Afghans to overcome the socio-economic and political obstacles which will hinder development in post-war Afghanistan. Research has illustrated that adults with higher levels of educational attainment have higher individual earnings, more frequent employment in the urban labor markets, greater agricultural productivity, lower fertility, and better health and nutritional status.³ Research has indicated that an educated labor force is a necessary pre-condition for economic development to occur.⁴

It is currently estimated that only 38 percent of Afghan males and nine percent of Afghan females are literate. Between 1986 and 1988, gross primary school enrollment ratios in Afghanistan were 27 percent for boys and 14 percent for girls.⁵ And though educational opportunities exist for refugees, the quality of education is often exceedingly poor.⁶

Accordingly, IRC provides a wide range of educational programs intended to empower Afghans with skills they will need to address the enormous and diverse demands which will exist in post-war Afghanistan. Programs vary from community-based pre-school programs to a civil engineering course that parallels the curriculum that was offered at Kabul University prior to the war. IRC provides specialized courses in teacher training, public administration, math and sciences, health education, engineering, pre-school education, and language development. IRC supports institutions providing formal and non-formal educational opportunities at the primary, secondary, and tertiary levels. Special emphasis has been given to extending access to females.

A. FEMALE EDUCATION PROGRAM

IRC has supported education programs for female students since 1985. IRC educational programs for girls and women range from supporting community-based pre-schools, primary, and secondary schools to conducting courses for women in the fields of public administration, public health, and language development.

To improve the quality of teaching, a special emphasis is placed upon training teachers. IRC feels that teacher training is one of the most effective ways of improving and extending the quality of education to a maximum number of students. By training teachers and teacher trainers, a multiplier effect is produced where the number of teachers trained grows at an

exponential rate. Pedagogical teacher training promotes practice of teaching activities which include fostering student participation, allowing time for practice work, and monitoring and evaluation by the teacher. By utilizing student-centered teaching techniques and classroom management principles, the learning process is enhanced.⁷

Material assistance in the form of instructional materials is also provided to female educational programs supported by IRC. The quality, effectiveness, and culturally sensitive approach of these programs have engendered trust within the Afghan community, heightened awareness as to the value of education, and helped to meet the increasing demand for better education. The following section reviews the female education programs that are managed by IRC and summarizes program activities that occurred in 1991.

LYCEE MALALAI

In the absence of secondary educational opportunities for Afghan refugee girls, Lycee Malalai was established in 1986. Initially providing education to 20 students, the school enrolled over 200 students in 1991 and anticipates enrolling 250 students in 1992. The school continues to provide quality education in a culturally acceptable manner to girls in grades seven through 12. The two-semester academic year at Lycee Malalai begins in February and ends in January of the next calendar year with a three-month holiday in summer. The following subjects are offered for study: science, math, history, geography, languages (Persian, Pushto, Arabic, and English), Islamic studies, and home economics. At the end of final examinations, which are administered in January, students have a three-week break before the start of the new school year in mid-February. The staff is composed of 18 teachers: 16 in the secondary school and two at the Lycee Malalai pre-school.

To help reduce resistance to female education and to ensure that Lycee Malalai operates in Afghanistan at some point in the future, the school is operated by Jamiat-i-Islami Afghanistan, an Afghan political party which supports education for females. Jamiat-i-Islami has demonstrated its support and dedication to women's education by opening two girls' lycees of their own, and, in February, 1990, they opened a women's university. Girls from all political affiliations are welcome at Lycee Malalai.



Lycee Malalai Secondary School enrolled over 200 Afghan girls in 1991. The school provides quality education in a culturally acceptable manner to girls in grades seven through 12. (photo courtesy of Lycee Malalai Secondary School)

Academics and Events

The 1990 academic year finished in January, 1991. Of the 171 students taking the final exam, 146 passed and 25 failed. Thirteen students graduated from the twelfth grade. The beginning of the new school year was delayed until 17 February, due to the security concerns related to the Gulf War. At the beginning of the year, there were 208 students enrolled. Of this total, 14 students emigrated to America, Canada and Australia, resulting in a total enrollment of 197 students at the end of 1991. This reflects a somewhat higher final enrollment than in 1990, in which 171 students were enrolled. The mid-term exams started on 19 May and finished on 6 June. Of the 197 that took the mid-term examination, 141 students passed and 56 students failed.

In late October, four female instructors from Operation Salaam taught a two-hour workshop on mine awareness for the twelfth grade students. The Voice of America (VOA) radio program attended and video-taped the session. This was the second visit that VOA paid to the school. Earlier in the year an Iranian woman working for the BBC also conducted interviews with Lycee's teachers and students.

In July, an in-service teacher training workshop was conducted. The subjects addressed in the workshop included the fundamentals of educational psychology, teaching policy, the objectives of education and development, administration and monitoring, and lesson plan preparation.

At the end of April, a new library was established. Various organizations contributed books, magazines and newspapers to the new library collection.

In April, 1991, Jamiat-i-Islami assumed administrative responsibility of Lycee Malalai. The transition went smoothly and IRC continues to play a key role in providing financial support to the school. In addition to financial assistance, IRC operates in an advisory capacity and provides technical assistance in the areas of financial management and monitoring of classes.

Lycee Malalai experienced an unfortunate security incident in May when two students from the Government College of Pakistan entered one of the Lycee buses that transports students to and from the school. The students first threw stones at the vehicle, breaking all the windows, before forcing their way on to the bus. With the use of a pistol, they then coerced the driver into taking them to their college. Two students sustained injuries on their hands as a result of the broken glass. Lycee Administration reported the incident to Jamiat-i-Islami, who contacted the principal of the college.

The Future

In 1992, Lycee Malalai will continue to provide quality secondary-level education for Afghan girls. The program will focus on improving the quality of teaching which occurs at the school. Teachers will participate in in-service teacher training workshops and will receive constant feedback and supervision from the principal and vice-principal of the school. In 1992, Jamiat-i-Islami will be encouraged to increase their support in paying a greater share of salaries for support staff and encourage the community to take a greater role in supporting the school.

THE COMMUNITY-BASED PRIMARY EDUCATION PROGRAM FOR GIRLS

Introduction

Since 1988, IRC has promoted community-based education programs for girls. The Community-Based Primary Education Program for Girls (CPEG) was a component of IRC's Hangu Education Department (formerly Girls' Small School Support). In June, 1991, this program became the responsibility of the Female Education Department as it is more appropriate and suitable for girls' schools to be supervised by women. In September, a male teacher trainer joined the CPEG staff so that appropriate training could continue for male teachers at CPEG-supported schools. The primary goal of the CPEG program is to expand access to quality primary education for girls who live in refugee

campus in the Peshawar area. During the year, over 1,000 girls and boys attended one of nine schools in five refugee camps supported by the program.

These schools have been opened at the request of the community. The CPEG program provides a dual service to those schools it supervises. The program staff (one female and one male supervisor) carry out administrative tasks such as the distribution of teachers' salaries, textbooks and materials. In addition, the supervisors work towards enhancing the pedagogical skills of teachers working in CPEG-supported schools by conducting in-service teacher training classes and seminars for the teachers. Finally, the CPEG supervisors monitor and provide technical support to teachers and classes on an ongoing basis.

Academics and Events

At the end of 1991, 1,071 students (814 girls and 257 boys) were enrolled in 45 classes in levels one through six in the nine CPEG-supported schools. Enrollment increased ten percent between September and December, 1991. Twenty-five female and 20 male teachers, five headmasters and seven support staff work at these schools. The increase in enrollment necessitated the hiring of six female and four male teachers during the latter part of 1991.

Final examinations were administered at the schools on 11 May, 1991. Levels one, two and three examinations are verbal (with the exception of the writing and drawing sections). Levels four through six are written. A total of 721 students were examined, with 598 passing and 123 failing.

Prior to the start of the 1991/92 term in September, the CPEG program supervisors held meetings with the each of the schools the program supports to discuss the problems they faced last year and how these problems were addressed. They also solicited suggestions on how the schools could be improved.

Participants felt that those schools which had not received teacher training were at a disadvantage in comparison to those schools which had received teacher training. Teacher training and demonstration of practice lessons by the CPEG supervisors were identified as the most outstanding needs facing teachers. Other recommendations made by the teachers at the meetings included adding higher grades and hiring new teachers as students advance; preparing flip charts of subject material for class; establishing an administration office for each school; having the CPEG program prepare some lesson materials for the schools; building two additional classrooms at Pabi; and, providing necessary material assistance for schools.

The 1991/92 school year commenced on 23 September. For a list of students and grades offered at the schools, see Appendix V, Table 1.



These girls and boys attend one of the schools that received support from the Community-Based Primary Education Program for Girls (CPEG) in 1991. CPEG provided teacher training and material assistance to nine primary schools in refugee camps during 1991. At the end of 1991, 814 girls attended schools supported by the CPEG program.

Nineteen teachers participated in in-service teacher training workshops offered by the program during the year. The teacher training workshops focused on developing pedagogical and classroom management skills. Topics covered in the seminars in 1991 include objective and lesson plan preparation, teaching methods, exam preparation, and child psychology.

Salaries for headmasters, teachers, and guards were distributed on a monthly basis throughout the school year. School supplies and materials were distributed at the beginning of each term, in January and September. IRC's Hangu Education Program assisted CPEG with the distribution of materials to the camp-based schools. Materials included notebooks, pens, pencils, rulers, erasers, geometry boxes, ink, and writing boards. Other supplies such as blackboards, mats and tents were distributed based on the specific needs of the school throughout the year.

The Future

Though substantial strides were made in providing teachers with pedagogical skills in 1991, the supervisors felt that a significant amount of training still needs to be done to improve the quality of teaching. Accordingly, in 1992, the program plans to provide teacher training seminars to those teachers who have not yet received training. Additionally, the CPEG program is currently seeking funding for a teacher training

program which will train ten female master teacher trainers who will, in turn, conduct seminars to improve participants' teaching methods and skills. Subject-matter workshops will also be offered for teachers in 1992. Funding for teachers' salaries will be taken over by the Afghan Interim Government in 1992.

THE WOMEN'S PUBLIC ADMINISTRATION PROGRAM

Introduction

The objective of the Women's Public Administration Program (WPA) has been to equip Afghan women with practical administrative skills so that they may work in refugee relief and/or the reconstruction of Afghanistan. Courses in administration, management, computer operation and typing are offered. In their course-work, students practice clerical and management tasks which include filing, bookkeeping, budgeting, wordprocessing, preparing spreadsheets, and report writing. Since its inception in 1989, 402 students have graduated from the program.

The program originally catered to working women, however, the demand to train unemployed high school and university graduates prompted WPA to modify its program. Beginning in 1990, WPA began training both working women, and unemployed high school and university graduates.

Academics and Events

In 1991, two morning sessions of the Office Management course commenced, enrolling a total of 76 women in the six-month sessions. Typing, computers, bookkeeping, administrative English, and office management were taught in these classes. Two sessions of the four-month Afternoon Typing and Computer course were also offered, enrolling 73 women.

Of the 32 students who graduated from the Public Administration course in the first session, 21 have found employment in various organizations. Thus, approximately 65 percent of WPA graduates are employed using their new skills. Typically these graduates work as managers, administrators, computer operators, office assistants, typists, teachers, accounting clerks and librarians.

Two sessions of the six-month Advanced Computer course began in October, 1991. Twenty women are enrolled in each of the two courses. DOS (disk operating system), WordPerfect 5.0, Lotus 1-2-3, MLS (Dari wordprocessing) and dBase III+ are the subjects being taught. The course will continue until April, 1992.

WPA held intensive computer and management workshops for 26 women from nine organizations. In these workshops, participants upgraded their administrative and management skills. Areas in which workshops were offered included Lotus 1-2-3, WordPerfect 5.0, MLS, and report writing.

During the year WPA staff developed manuals for teaching dBase III+ and DOS. They are also preparing and developing materials for a business administration course which will be added in the first semester of 1992. In preparing for this new course, WPA staff participated in an *Orientation to Entrepreneurship* workshop. Staff are also reviewing English texts and translating relevant materials to Dari. WPA staff have contacted staff from Quaid-i-Azam College of Commerce and Business Administration, Government College of Commerce and Business Administration, and the Entrepreneurship and Career Institute (ECI) in Islamabad for resources and information.

The Future

In 1992, the Women's Public Administration Program plans to enroll 30 women in two classes of the Office Management course. One hundred women will be trained in the Afternoon Typing and Computer course. Thirty women will be enrolled in the new Business Administration course so that they may acquire the skills necessary to open and manage small businesses. In order to maintain and improve the subject-matter knowledge of teachers, guest lecturers from the University of Peshawar will conduct refresher courses on accounting, marketing, and economics. It is planned that at least 50 women who are already working for NGOs will participate in subject-specific workshops related to computer software packages. At least 24 women who are already working for NGOs should participate in intensive office-management workshops.

WOMEN'S HEALTH EDUCATOR TRAINING PROGRAM

Introduction

The objective of the Women's Health Educator Training Program (WHETP) is to improve the personal hygiene, nutritional awareness, and general health level of refugee families and communities by training public health educators. WHETP works towards achieving this goal by offering a six-month course which prepares Afghan women to teach health messages to women of all backgrounds. Subjects taught in the course include general anatomy, epidemiology, physiology, pathology, and pedagogical teaching theory. WHETP also manages a resource library that houses public-health periodicals, reference books, audio-visual materials, and other instructional aids.

WHETP encourages and provides assistance so that hospitals, clinics, and schools can establish their own health education departments in an endeavor to ameliorate poor health conditions in communities. WHETP has also undertaken the production of a health education lesson plan manual to assist the graduates of the WHETP course. Since its inception in 1989, WHETP has trained 67 health educators. The program provided financial support to three health education departments and technical assistance to 15 health education departments in 1991.

Academics and Events

In 1991, the Women's Health Educator Training Program (WHETP) offered its fourth and fifth course sessions of health educator training. Class IV started in January, enrolling 31 students. Twenty-three students successfully completed the course and graduated in July. Class V began in July, enrolling 19 students. Eleven students successfully completed the course in December, 1991.

At the conclusion of the teacher training section, students had the opportunity to practice teaching health messages using new skills, like question and answer, demonstration, group discussion, and using visual aids in several Peshawar clinics, hospitals and schools. These teaching practica lasted between three and four weeks. Students prepared and conducted lessons that addressed the specific needs of patients who were waiting to receive medical care at hospitals or to students in classrooms. Topics of health messages included germ theory, the spread of infectious disease and preventative measures, nutrition/malnutrition, and prevention and treatment of diarrhoea.

During lectures on various topics covered in the health education course, slides, flip charts, anatomical models, and other instructional materials from the WHETP library were used to reinforce course content. During the year, a bibliography of WHETP's library resources was sent to ten Afghan women's organizations in Peshawar. As a result, several health and educational programs have been taking advantage of the materials housed in the WHETP resource center.

In early 1991, WHETP explored ways to establish health education programs at health and educational institutions. By administering surveys and conducting phone and personal interviews, the WHETP staff found that there is significant interest in establishing health education departments. However, many institutions are constrained by budgetary limitations. To overcome this impediment, WHETP has assisted institutions in establishing health education departments by providing technical and financial assistance.

To assist the health organization, WHETP provides an initial subsidy which covers a one-time start-up fee and salary of a WHETP-trained health educator for six months. After six months, the full cost of the health educator's salary will be paid by the contracting institution. Fifteen organizations were contacted during the year to assess the feasibility of setting up health education departments. Health education departments were set up at six organizations in 1991. During the year, a monitoring department was established. Subsequently, WHETP was more able to provide guidance to health educators and health education facilities.



This illustration appears in the Women's Health Educator Training Program's Health Educator Training Manual.

In 1991, the *Health Educator Training Manual* was revised and updated. The manual now includes comprehensive information pertaining to preventive measures that can be taken to avoid various diseases. The manual was reprinted in January, 1991.

The Persian and English versions of the *Teacher Training Manual*, which cover teaching skills and methodology for both literate and non-literate audiences, were printed at the end of July. Copies of this manual were distributed to 33 health education organizations.

The Future

In 1992, WHETP plans to graduate 30 women from the six-month health educator trainer's program. A practicum in a health-related institution (hospital, clinic, or school) will augment the academic theory portion of the course. Two monitors will conduct informal and formal evaluations of WHETP-trained health educators during the year. Monitors will also identify potential sites where health education programs may be established. Every quarter, the manager and assistant manager of the program will contact and discuss health education issues with at least three health or education institutions which do not have health education programs. They will assess the feasibility of setting up a health education program and determine what assistance WHETP can provide in facilitating the creation of health education departments in these schools, clinics, or hospitals. Finally, WHETP will continue to maintain a well-stocked library and resource room consisting of relevant written and audiovisual health education materials.

THE WOMEN'S ENGLISH LANGUAGE PROGRAM

Introduction

The Women's English Language Program (WELP) was established in 1985. Since its inception, the program has provided English language training to Afghan men and women. In the first year of the program, over 100 girls were enrolled. In 1991, over 500 students were enrolled each of the two semesters which were offered by the program. A separate women's English language program, with separate facilities, was established in 1989 and is currently managed by two Afghan women. Twenty-one female teachers work with the program.

Academics and Events

The second term of 1990 ended in January 1991, with administration of final exams and the announcement of results. 425 students took the final exam. 371 students passed.

In 1991, the program offered 25 classes divided between seven levels of instruction. 543 students were enrolled in the first term, which began in February. 563 students enrolled in the second term, which began in August. Space limitations prohibited enrolling all students who applied to the program. Twenty-five women were trained to become English teachers in 1991.

On 18 July, 1991, the program had its annual graduation ceremony. Fifteen level-six graduates and 27 teachers, who were trained in October, 1990 and in May, 1991 received certificates.

Thirty-one in-service training workshop meetings were held during the year. All teachers participated actively in these workshops, in which they took turns presenting language learning activities to their peers.

Teachers were observed in their classes at regular intervals by the academic manager and the volunteer teacher, particularly during the second term. Written and verbal feedback were given to teachers after each observation, reinforcing areas of strength and suggesting ways to improve skills that were weak. General weaknesses included excessive dependence on the textbook. In the beginning of the year, teachers rarely used supplementary materials like charts, pictures, or white-boards. This shortcoming was addressed at the in-service training meetings that were held and progress was noted as the year progressed. The monitors were pleased to note use of student-centered teaching techniques and a lot of student enthusiasm and participation in classes.

Two four-week pre-service teacher training workshops were held in 1991. Training was offered, four days a week, for two-and-a-half hours every day. The first workshop began on May 12, and ended on June 5, with 11 potential teachers participating. The second workshop was held from October 20 to November 13, again with 11 participants. Candidates were selected to participate in these workshops after scoring at least 80 percent on a screening test. The academic manager, the volunteer teacher, and one of the advanced-level teachers conducted the workshops.

Topics covered in both workshops included lesson plan preparation, student-centered teaching methodologies, and classroom management principles. At the conclusion of the workshops, participants presented sample lessons which were videotaped, discussed and evaluated. Participants were asked to give written evaluations of the training program, and improvements and changes were made accordingly. For example, at the end of the May pre-service training, many participants suggested that sessions be devoted to use of audio-visual aids, and testing and

evaluation. These topics were included in the next pre-service training workshop that was held. Of the teachers trained, six are now employed by the program.

Vast improvements were made to the WELP library in 1991. In the beginning of the year, over 1,300 books for students and teachers were catalogued by the librarian. Book shelves, reference books, readers with accompanying audio cassettes were also purchased.

The Future

In 1992, the Women's English Language Program plans to enroll at least 1,000 female Afghan students in seven different levels of English classes. One of the major goals of the course is to move away from dependence on textbooks and make classes more relevant to situations in which Afghan women can apply their skills. At least 38 women will be trained to teach English using student-centered teaching techniques. In 1992, for the first time, eight teachers will be trained to teach advanced-level English classes.

THE KODAKISTAN EDUCATION PROGRAM (KEP)

Introduction

KEP supports the establishment of community-based pre-school facilities, called kodakistans. In Dari, *kodakistan* means 'place of children'. In facilitating the establishment of these pre-school centers, KEP operates the Early Childhood Education Training Project in Peshawar. There, women receive pedagogical and administrative training so that they may start their own kodakistans. Almost 50 women have been trained to implement, manage, and teach in kodakistans.

The program also operates a resource center which is responsible for developing original KEP materials, translating materials into Dari and Pushto.

Academics and Events

1991 was a year of accomplishment and growth for the Kodakistan Education Program. The expatriate manager left in mid-1991, after having trained two Afghan manager counterparts. To the credit of their predecessor and the competence and commitment of the new managers, the transition has been successful.

The Kodakistan Education Program continued to grow in 1991. Graduates of the Early Childhood Education Training Project established five new kodakistans in refugee camps and refugee communities within the Peshawar area, bringing the total number of outreach centers to eight. The number of children enrolled in KEP's on-site pre-school rose from 40 children in 1990 to 70 in 1991, with an additional 50 children still waiting to gain entrance. An average of 435 children attended the kodakistan programs sponsored and supervised by IRC. Fifty-nine percent of this total figure was composed of girls, who historically have the least access to educational opportunities in Afghan society. For a summary of enrollment statistics, refer to Appendix V, Table 2.

At the end of the year, the program was offering its fifth six-month early childhood education training course. Sixty-three percent of the Early Childhood Education Training Project graduates are employed in outreach kodakistans, in other organizations, or in the KEP program itself. In all, 22 women graduated from the Early Childhood Education Training Project in 1991.

Children at the outreach kodakistan in Kababian refugee camp work together on a project. (photo courtesy of the Kodakistan Education Program)



Materials developed in 1991 include a pattern book with 35 toy and instructional material designs and a book of stories compiled by Afghan children. KEP is writing and revising their Early Childhood Education Training Program (ECETP) curriculum. An outside consultant worked with the staff for eight weeks to assess the current curriculum and to train teacher trainers on how to incorporate more student-centered techniques in the classroom and in the kodakistans.

The Future

In 1992, the program plans to train 20 early childhood educators. Five new outreach kodakistans should be established, with each enrolling between 40 and 60 children. A training manual for the Early Childhood Educator Training Program will be developed. Story books with illustrations by children will also be designed and printed. The FEP coordinator will work closely with the KEP staff to write a course manual for KEP graduates which will complement their course work.

THE WOMEN'S JOURNALISM PROGRAM

Introduction

The Women's Journalism Program, which began offering classes in 1987, trains women in basic news writing, critical thinking, and translating in a year-long course composed of four ten-week levels. Instruction is in English and Dari.

Academics and Events

The Women's Journalism Program was disrupted in early 1991. The outbreak of the Gulf War in mid-January prompted the evacuation of the expatriate instructors and journalism manager and subsequently caused the program to suspend classes. No qualified Afghan woman was found to open a level one class in the spring, and the program remained dormant until August, 1991. Renewal of funding and the return of one of the expatriate instructors to manage the program enabled the program to resume operations again in August, 1991. There are 15 students currently enrolled in the course.

In the summer of 1991, the coordinators of the Female Education Program and the Language Development Program decided to separate the women's program from the men's program. The journalism program is now part of the Female Education Program and shares its facility with the. The separation of the two programs has enabled the women's program to evolve in new directions to ensure that the program provides training appropriate for the needs and professional opportunities open to Afghan women. The program expanded its Dari portion, de-

emphasized politics and current events, incorporated more activities to develop translation skills, and placed greater emphasis on writing clearly in English.

One new feature of the English course was a weekly observations journal. Students recorded observations and submitted them every Thursday. This gave them a chance to develop their news sense and independent writing skills. In the beginning, most of the students simply recorded information about their daily routine, but their observation skills and news sense improved noticeably. By the end of the term students were writing short articles.

Students spent a great deal of time interviewing and writing articles about issues relevant to women. In October, students interviewed their mothers and wrote articles about Afghan weddings. During October, an American journalist visited the class and the students interviewed her about women in journalism.

At the end of October, the students wrote their first full-length article that required them to locate sources independently. Each student was assigned to interview a young Afghan girl and to write a brief profile article. The students found subjects in local hospitals, at schools for refugees, in their own neighborhoods, at refugee camps, and even on the road side. Several students took photographs to accompany their stories and three wrote more than one article.

The Future

In 1992, the program's main priority will be to upgrade the Dari portion of the course. During the spring of 1992, the program manager will prepare a new curriculum to be introduced in a new course beginning in August, 1992.

As part of the program's efforts to lessen dependence on expatriate staff, the program manager will hire and train an Afghan woman to assume responsibility for teaching the English portion of the course and handling the administrative aspects of the program.

FEMALE PROGRAMS ADMINISTRATION

Introduction

In order to support the growing number of female education programs opened by IRC and to cater to the unique issues that the female education programs share, the Female Education Program (FEP) was organized in 1989. Female Programs Administration (FPA) has been set up to support the activities of FEP.

The Need for Literacy Programs for Afghan Women

By A., a student in the IRC Women's Journalism Program

Today, about 81 percent of Afghan people are uneducated. The progress of a country depends on education. Afghanistan, which has been destroyed by war, cannot be reconstructed without educated people. The literacy rate among Afghan women is three to seven percent. Most Afghan refugee girls waste their time sitting at home. They have learned things they need for housekeeping, but they are not good mothers to raise good and healthy children, solve budget problems, and other house problems. A way to solve this problem is to get the girls educated.

In Peshawar, one program which is doing this is the Afghan Women's Resource Center (AWRC), which was established Oct. 22, 1989. AWRC started a course to teach uneducated Afghan refugee women in Peshawar and camps. The course teaches knitting, reading the Quran, mathematics, reading and writing in Dari, and health for one four-month semester.

The Afghan Women's Resource Center's course has succeeded. Five hundred students have completed this course during the five terms of the course, according to the manager of AWRC, Ms. Najia. AWRC has more than 20 students in every class. AWRC accepts students aged 19 to 50, uneducated girls and housewives.

By opening two or three more literacy courses, AWRC can give Afghan women a good future. "We have a lot of students who come to this course and demand a class two. They complete one semester and they want us to make a second semester for them too," Najia said. "People have the interest to study. We should make their wishes true by educating them." Freba, a 17-year-old graduate of this course said, "I would like to read and write. I would like to write letters to my family and read their letters, but I can't because I'm uneducated."

AWRC's course for uneducated women is the type of program that is most useful to Afghans.

Editor's note: AWRC was established with the help of IRC's Women's Commission. The Rural Assistance Program's Medical Co-Financing Program provided AWRC with a one-time grant to help the group begin operations.

Events

In addition to 20 managers' meetings which were held in 1991, eight workshops were organized by FPA to augment skills of FPA managerial staff, including:

- Dari wordprocessing (*al Kaatib*)
- Report writing
- IRC report writing standards and format;
- IRC's financial reporting system I;
- IRC's financial reporting system II;
- Team and crisis management;
- The role of FPA in promoting voluntary repatriation; and
- IRC program planning seminar for 1992.

FPA also arranged and organized two courses for FEP staff:

- Survey and Sampling Course, and
- Training Foundations Course.

FPA also provides curriculum guidance and assistance. In 1991, four programs began to either develop or revise curriculum: the Women's

Health Educator Trainers Program, the Women's Public Administration Program, the Kodakistan Education Program, and the Women's English Language Program.

The Future

In 1992, FPA will continue to provide administrative and liaison support for the seven FEP programs. The FEP coordinator will conduct a minimum of four half-day workshops in the areas of administration and management for managers of the FEP program. In addition, the FEP coordinator will administer a needs assessment to identify management training needs and design or facilitate appropriate workshops to address those needs. Finally, the FEP coordinator will improve and provide quality control guidelines for classroom instruction and curriculum by developing evaluation sheets, engage in monitoring activities, provide feedback to staff, and review and modify existing curricula.

B. THE SCIENCE AND TECHNOLOGY TRAINING PROGRAM

The education projects administered by the Science and Technology Training (STT) program all aim to provide an educational base for the reconstruction of Afghanistan. STT is composed of two basic components: one which provides construction-related training and another which focuses on improving secondary education.

Construction Related Training for Afghanistan

Rehabilitation and reconstruction of irrigation systems, roads, bridges, houses, and public buildings in post-war Afghanistan will demand a pool of personnel trained in construction-related skills and professions. Specifically, trained civil engineers, architects, construction supervisors, foremen, and craftsmen, such as masons, carpenters, welders, and electricians, will be required in significant numbers. Properly trained Afghan engineers and architects can execute the needed planning, design, and implementation of rural reconstruction at a fraction of the cost necessitated by expatriate professionals.

To address these needs, IRC instituted the Construction Related Training for Afghanistan (CRTA) program in November, 1987. The goal of the program is to expand the present pool of Afghans trained in construction-related fields and to enable Afghan graduate engineers and to participate in construction-related endeavors.

There are three primary program components of the CRTA program:

- Refresher and Professional Development Program,
- Construction Supervisor Program, and
- Construction Engineering Program.

In all, almost 240 students were enrolled in these three program components in 1991.

THE REFRESHER AND PROFESSIONAL DEVELOPMENT PROGRAM

Introduction

The Refresher and Professional Development Program which was started in October, 1990 offers experienced engineers an opportunity to enhance and update their technical knowledge. In 1991, four courses were offered in which over 100 Afghan engineers participated.

Academics and Events

During the beginning of the year, a questionnaire was administered to determine the areas that

Afghan engineers felt they needed improvement. Four courses were conducted during the year.

The *Engineering Management* Course was conducted by Mr. Louis Cohen. A civil engineer with extensive experience managing and directing USAID projects, Mr. Cohen conducted his course between November, 1990 and mid-January, 1991. Twenty-seven engineers from ten organizations completed the course. Because of security concerns related to the Gulf War, all American teaching staff were prohibited from working with the program from January to April. Subsequently, contacts were made with engineering professors from universities in Peshawar, Lahore, as well as the Asian Institute of Technology (AIT) in Bangkok. A delegation of staff from AIT came to visit the program. The team actively supported the program and agreed to accept CRTA engineering graduates for AIT's masters degree program.

Dr. A. Saboor Rahim, an engineering consultant and former professor from the United States, joined the program for seven weeks to teach *Design and Construction of Roads and Bridges*. The course, which was offered to 29 students working for 13 different organizations, focused on design of roads and bridges. Other topics covered included geometric design of highways, highway materials, and highway drainage.

Twenty-seven students, from ten organizations, enrolled in and completed the *Design and Reinforced Concrete Structures* course which was taught by Dr. J. McDonough, Associate Dean of Engineering at the University of Cincinnati. The course focused on designing columns, beams, slabs, and other structures used in building bridges, buildings, and roads.

Dr. Maurice Albertson, from the engineering faculty of Colorado State University, conducted a course for individuals from 13 organizations entitled *Water Resources and Irrigation Engineering*. The course commenced on 13 October and ended on 5 December, enrolling 27 engineers. Topics addressed in the course included the fundamentals of fluid mechanics, flow measurement, hydrology, appropriate technology, pipeline design, bridge works, reservoirs and dams, ground water, drainage, diversion works, irrigation flood control, hydraulic machines, and hydropower.

In total, 110 engineers from 22 professional programs participated in one of the four Refresher and Development Courses offered during the year. For a summary of enrollment statistics and participating organizations, refer to Appendix VI.

The Future

In 1992, the program will offer the following courses to 150 Afghan engineers:

- Engineering Economy,
- Pre-cast and Pre-stressed Concrete,
- Water Supply and Sanitary Engineering,
- Foundation Engineering, and
- Engineering Management.

Expatriate instructors will be procured through the University of Nebraska (UNO) for each two-month course that is offered in 1992.

THE CONSTRUCTION SUPERVISOR PROGRAM

Introduction

First offered in 1989, the Construction Supervisor Program is split into two portions. The first nine-month portion of the Construction Supervisor program trains construction foremen to supervise construction work-sites and manage small rural projects. To be eligible for admission, candidates must have completed twelfth grade. Upon successful completion of the first nine months, a screening examination is administered to those wishing to continue for an additional nine months. After successfully completing the second nine-month portion of the course, the students are certified as assistant engineers. As assistant engineers, they are capable of managing entire projects of small to medium size and can perform a variety of technical tasks. Both course sequences are subdivided into three parts: a three-and-a-half month theory session, followed by a two month practical session, and completed with a final three-and-a-half month theory session. The courses are presented in Dari and Pushto by faculty composed mostly of graduates of the Kabul University Faculty of Engineering. In 1991, 54 students completed the program and over 700 students participated in the two screening exams that were offered during the year.

Academics and Events

Forty-three students from the nine-month program and 11 students from the 18-month program completed their semester exams in 1991 and engaged in a practical training component with NGOs engaged in construction projects in Pakistan and Afghanistan. The students worked with IRC's Self Reliance Project, Volunteers in Technical Assistance, Afghan Construction and Logistics Unit, Short Term Assistance for Rehabilitation Team, German Society for Technical Cooperation, CARE, and Danish Committee for Afghan Relief. Thirty-one students worked in Pakistan and 23 worked in Afghanistan. Students worked on the following projects:

- repair and construction of a school hospital;
- architectural drawing of a college building;
- construction and repair of roads and canals;
- construction of a water supply system;
- karez repair; and,
- general carpentry.

Competition to enter the Construction Supervisor Program was quite fierce. In January of 1991, 483 students took the entrance exam for the 1991 Construction Supervisor Program. 275 students sat for the 1992 Construction Supervisor screening exam, which was administered in December, 1991. Enrolled students came from 42 different districts and 17 different provinces of Afghanistan.

Of the 11 graduates from the Construction Engineer portion of the course, nine had found jobs by the end of the year. Graduates are working with IRC's Rehabilitation Program for Afghanistan (1), Volunteers in Technical Assistance (1), Afghan Construction and Logistics Unit (1), the Afghan Interim Government's Ministry of Mines and Industry (1), and Danish Committee for Afghan Relief (5).

The *Construction Materials Textbook* by Professor Hamidi, Manager of the Refresher and Professional Development Program and Dr. Hassani, Coordinator of the Science and Technology Training Program was published by the IRC Printing Press in April.

The Future

In 1992, at least 60 Afghans with at least a twelfth grade education will enroll in the nine-month course. Upon graduation, the students will be qualified to supervise construction projects like plumbing, surveying, concrete laying, masonry, and carpentry. Approximately 30 students, who pass a screening examination, will be enrolled in the additional nine-month portion of the program. In the second portion of the program, classes in advanced building construction and management theory will be offered. Both the first and second nine-month academic portions will be augmented by a two-month practical training component.

THE CONSTRUCTION ENGINEERING PROGRAM

Introduction

Started in 1987, the course of the Construction Engineering Program is derived from and parallels the curriculum of the university-level program offered at Kabul University prior to the war. The course was initiated to fill the void created by the closure of Kabul University's Engineering Department.



Students in the Construction Supervisor Program practice brick work and building construction under the guidance of field engineers. (photo courtesy of the Science and Technology Training Program)

Prior to enrolling officially in the course, students participate in a pre-engineering module which provides remedial work in English, mathematics, and physics. Upon completion of the program, graduates are qualified to design, and manage construction projects related to building roads, canals, bridges, public buildings, and other facilities.

In 1991, 50 students were enrolled in the first semester and 75 students in the second semester.

Academics and Events

The 1990 term ended in January, 1991. Nine students graduated from the program. Six of the graduates had secured work by the end of the year. One student, sponsored by a Weber scholarship, is currently in the United States pursuing graduate engineering studies.

The first semester of 1991 academic year commenced on 3 February, 1991, enrolling 32 students in the freshman (first-year) class and 18 in the junior (third-year) class. Due to budget reductions, no sophomore (second-year) class was offered during the year.

First-semester final exams were administered in June. Of the 29 freshman students, 16 passed the exam, four failed, and nine students passed on a second-chance exam. Of the 17 junior students who took the exam, ten students passed and seven students passed the second-chance exam.

Forty-four students participated in the practical training component which was held between 26 June and 26 August. For a summary of work activity and organizations that sponsored students from the Construction Engineering Program, refer to Appendix VII, Table 1.

Participants were engaged in a variety of construction tasks, including the following:

- repair and construction of a school;
- repair of a hospital;
- repair of bridges;
- construction and repair of roads; and,
- construction of water supply systems.

During the summer break, revision of the program and curriculum was completed. The number of semesters was increased from seven to eight, though the length of the course, 36 months, remains the same. The pre-engineering component was shortened from three months to one month to accommodate the addition of the extra semester.

485 twelfth-grade graduates participated in the entrance exam for the 1991/92 academic year. Of the examinees, 53 were selected. Thirty-five students enrolled in the course which began on 1 October. In December of 1991, the students were enrolled in the pre-engineering component. Twenty-five students were enrolled in the first-year class and 15 students were enrolled in the third-year class.

Visiting Professor Albertson, Dr. Hassani, and Professor Hamidi are currently engaged in a research project which examines the possibility of utilizing undershot water turbines found in flour mill water chutes to generate electricity in Afghanistan. They have constructed a model to assist them in their research and are conducting tests with the model at the hydraulics laboratory at Peshawar University.

The Future

In 1992, the program will continue to train 60 Afghans with at least a twelfth grade diploma in the eight-semester civil engineering curriculum.

IRC's Science and Technology Training Program: A Personal Perspective

By: S., a student in the Construction Engineering Program .

For the last 13 years, Afghanistan has been fighting for its survival. The Saur revolution and subsequent Soviet occupation brought more than a decade of violence, death and destruction. During this time about five million Afghan people took refuge in neighboring countries and perhaps a million Afghans were displaced internally. Hundreds of thousands of Afghans died, villages were destroyed, and 90 percent of agriculture is in ruin. The Afghan educational system collapsed and hundreds of thousands of Afghan students fled their homeland. They could not further their education inside Afghanistan because of the heavy fighting between the Afghan *mujahideen* and the former Soviet military forces.

I was one of those students who left their lovely homeland. In October 1985, at age 15, I walked out of my home village in Wardak province and traveled for seven days to Pakistan. I left my home, my parents and my ten brothers and sisters. I left because I could not continue my education. Without education and knowledge, life is nothing. When I arrived in Pakistan I attended a refugee school and started from grade seven. During that period of time I lived in a tent and was alone, away from my family, friends and my country. Even though I had many problems, I had to continue my education.

After nine months of studying, I got the second position in my class and was very happy. Then I had a summer vacation and I went to visit my family inside Afghanistan. After spending the vacation with my family, I returned back to Pakistan and started the eighth grade. I placed first in my class.

In 1987 when I arrived back in Pakistan from Afghanistan, a friend of mine told me that IRC was going to establish a high school for Afghan refugees. Until that time I had not been familiar with the name of IRC and I did not even know what IRC meant. Up to that point my English was very weak (before I came to Pakistan I did not know how to write A, B or C) and I was not sure whether to attend at this school or not. Finally I made the decision and enrolled my name for an entrance exam. There were about 230 applicants for the ninth grade of IRC's Science and Experimental School. The school took 30 students out of those 230. I was one of those 30 students.

During high school I attended IRC's English Language Program. In addition I went to computer classes at IRC. When I was tenth grade, I returned to Afghanistan and brought my younger brother back to Peshawar with me. My family wanted him to have a chance for education as well.

I did finish high school at IRC and ranked third in my class. After I graduated, I was looking for a good institution to further my education. I enrolled my name at the IRC Engineering College (IRC's Construction Engineering Program). I received the highest score among the 650 applicants on the entrance examination.

I am now a student at the IRC Engineering College, where I am studying Construction Engineering. I have finished the first year, and I am starting my second year. Two years ago I brought another one of my younger brothers to Peshawar so he could have a chance to attend school. He is studying at a school sponsored by one of the Afghan political parties and attends IRC's English Language Program.

I have learned many things at IRC and I am still a student at IRC. All know that education is an important part of life, and IRC is a source of education. That will be unforgettable for the future generation of my country. When all these IRC graduates return to their homeland their skills in different fields will be very essential and there will be a great demand for skilled people.

Since the former Soviet Union's military destroyed my country it has always been my dream to help build Afghanistan as a civil engineer. Once each year I spend seven days walking back to my home village. It brings tears to my eyes to see the destruction of my homeland as I walk the trails of the mountain villages. Where schools once stood, there are nothing but fallen buildings. With each step I take I promise that I will give all my energy and talent to build schools for the children of my country.

Courses will be conducted by engineering professors from Kabul University. The two-month practical training module will be held from the middle of June to the middle of August. The program manager will assess, develop, and purchase curriculum materials and equipment that will assist the teacher and improve the quality of instruction extended to the students.

Secondary Education

The Science and Technology Training program provides technical and material support to promote access and increased quality of secondary school opportunities. The following section reviews the programs and activities in the secondary school sector which are administered by the STT program.

THE EXPERIMENTAL SCHOOL OF THE SCIENCES

Introduction

The Experimental School was founded in 1986 and provides comprehensive secondary education for Afghan refugees enrolled in grades seven through 12. The curriculum, which focuses on math and the sciences, is designed to prepare students to pursue higher education. Subjects offered at the school include biology, physics, Dari, Pushto, English, geometry, trigonometry, Islamic studies, and social science. Extra-curricular studies in computers and typing are also available. Skills that are acquired in the Experimental School prepare students to pursue studies in engineering, agriculture, medicine, and research. Admission to the school is quite

competitive. In 1991, nearly 400 students competed for the 19 available positions. Approximately 220 students are enrolled in the school.

Academics and Events

The second semester of the 1990/91 academic year commenced on 9 February, 1991. The staff of the school made a concerted effort to augment academic theory in all classes by conducting experiments. Subsequently, 393 experiments were conducted in chemistry, biology, physics, and geology during the 1990/91 academic year. Trainees from the Teachers' Institute conducted practice lessons at the school during the second quarter of the year. They were guided and supervised by Experimental School teachers and teacher trainers from the Teachers' Institute. To enhance their own skills, the Experimental School teachers participated in a *Student-Centered Teaching Techniques* workshop conducted by IRC's Teacher Training and Textbook program.

All twelfth grade students were able to enroll in three, two-and-a-half month extracurricular typing courses.

Final exams for the 1990/91 academic year were administered in May. Of the 224 students taking part in the exams, 189 passed. For a summary of results, refer to Appendix VII, Table 2.

Of the 29 students who graduated from the program, 23 were accepted to Dawa-al-Jihad University and three were accepted to Jihad University. Reputedly one of the best secondary schools available for refugees, 77 percent of the graduates of the Experimental School have gone on to enroll in higher academic and technical programs since the school began.

For the 1991/92 school year, 399 boys competed for 19 positions in grades nine through 12. As of July, 1991, there were 222 students enrolled in the school. For a summary of the openings and the number of applications for admission, refer to Appendix VII, Table 3.

Students were also admitted into grades seven and grade eight this year. To help make this financially possible, teachers agreed to take on a heavier teaching load. Transportation stipends were also reduced by half. This was the first time since 1989 that seventh grade students could be admitted and the first time since 1990 that eighth grade students could be admitted. 186 students competed for the 30 positions for grade seven and 251 students competed for the 30 spaces in grade eight. During the course of the year, some students emigrated or left for personal reasons. As of December, 1991, there were 258 students enrolled in the school.



Tenth grade students at the Experimental School perform a physics experiment on the mechanical advantages of simple machines. During the 1990/91 school year, the students performed 393 experiments in chemistry, biology, physics, and geology.

The Future

In 1992, the Experimental School will continue to train 270 students in grades seven through 12 in a science-intensive curriculum which emphasizes use of student-centered teaching techniques and supplemental laboratory work. The program will also allow students to develop computer and typing skills by offering extra-curricular courses in typing for 66 students and five computer courses for a total of 30 students. In an effort to further improve the quality of teaching offered at the school, the 16 teachers of the program will participate in at least three, three-day in-service training workshops that focus on using student-centered teaching techniques to teach science and math.

THE TEACHER TRAINER AND TEXTBOOK PROGRAM

Introduction

The Teacher Training and Textbooks Program (TTT) provides in-service training for secondary school math and science teachers. It also develops math and science textbooks, teaching aids, laboratory manuals, and teacher guides. Finally, TTT distributes books and laboratory equipment to secondary schools.

TTT in-service training seminars are divided into three levels: beginner (for teachers who have never attended), advanced I (for teachers who have attended the beginner level) and advanced II (for teachers who have attended the previous two levels). In addition to upgrading subject-matter knowledge, teachers receive pedagogical training which focuses on effectively using student-centered teaching techniques and utilizing textbooks, teacher guides, and instructional aids.

In 1991, over 230 secondary school teachers participated in seminars offered by the program.

It has been illustrated that textbooks, teacher guides, and learning aids enhance student learning. Over the past decade, researchers have documented the consistently positive effect of textbooks and other instructional materials on student achievement in non-industrial countries.⁸ It has been shown that teacher guides that are well integrated with the textbook or other instructional materials can have a positive impact on achievement. Teacher guides assist teachers in boosting student learning to higher cognitive levels by suggesting good exercises and questions.⁹ Accordingly, the textbook development activities of the TTT program commenced in 1985, with the purpose of developing quality science and math textbooks, lab manuals, teacher guides, and teaching aids for grades seven through 12. Materials are developed in Dari and Pushto. Presently, the program is working on teacher guides for the books that have been designed. In 1991, over 80,000 secondary-level textbooks and manuals for math and science were printed.

Academics and Events

During the year, a total of 237 teachers took part in four, one-month in-service math and science seminars offered by the program. 117 teachers enrolled in the beginner-level, 77 in the advanced-I level, and 43 in the advanced-II level. Teachers came from a variety of regions, including Mansehra, Bajaur, Temorgara, and Dir. 182 teachers work at schools sponsored by the Peshawar-based Afghan political parties and 55 at schools operated by the Commissionerate for Afghan refugees. An evaluation at the beginning and at the end of the seminar revealed an average increase in performance of 99 percent for beginners, 90 percent for advanced-I, and 105 percent for advanced-II. A total of 1,212 teachers have participated in in-service training seminars conducted by the program since 1985.

The TTT mobile teacher training team conducted 35 monitoring visits to commissionerate schools at Haripoor, Meranshah, Nasir Bagh, Swabi, and Yousouf Abad in Bajaur. Monitors assisted teachers with subject-related problems, demonstrated science experiments, and supervised the classes of teachers who had attended the seminars in 1990 or 1991.

A total of 81,000 science and secondary-level math textbooks, and laboratory manuals were printed in Pushto and Dari this year. 88,764 textbooks were supplied to 19 education organizations in Pakistan and 3,080 books were distributed to five organizations in Afghanistan. A total of 103 schools, providing education for

29,202 students, received textbooks in 1991. The number of books distributed in 1991 was less than the 138,000 books distributed in 1990. This reduction was caused by budget restrictions which prohibited the printing of books for eighth and ninth grades. In addition to textbooks, the TTT program provided 14 schools with laboratory equipment, and nine small schools received various stationary items.

The Future

In 1992, 255 science, math, and laboratory teachers from commissionerate and party middle and secondary schools will participate in one of six, one-month in-service training seminars in which teachers will upgrade technical and pedagogical skills in the areas of biology, physics, chemistry, math, and geometry. Pedagogical and subject-matter seminars for grammar and poetry teachers will be also provided.

The program will write, translate, print, and distribute 58,000 textbooks, lab manuals, and teacher guides for grades seven through 12, and supply lab equipment for approximately 120 secondary schools which provide education for approximately 19,000 students.

THE TEACHERS' INSTITUTE

The overall objective of the Teachers' Institute in the past has been to train twelfth grade graduates to become secondary school math and science teachers. Very few of the present teachers in Afghan refugee primary or secondary schools are technically competent in mathematics or science or have received pedagogical training.

In 1991, the course was modified from a two-year course to a nine-month course emphasizing mathematics, physics, and teaching methodology. Limited instruction in chemistry and biology was also offered. Classes met five hours a day, five days a week, with instruction provided by a staff of 11 specialized teachers. Fifty-four teachers were enrolled in the courses offered by the Teachers' Institute in 1991.

Academics and Events

During the year, 41 students (18 from the former two-year program and 23 from the nine-month program) attended the courses offered by the Teachers' Institute. Subjects taught during the year included teaching methodology, physics, mathematics, geometry, chemistry, biology, psychology, and Islamic studies. Students also practiced teaching and conducted experiments during the year. Of the 23 students who completed the course in the new nine-month program, 15 have been admitted to Jihad and Dawa-al-Jihad Universities.

A follow-up survey of 1990 graduates showed that of the 61 graduates, 23 are working as teachers, 29 are pursuing higher education, and five are working with NGOs or are in Afghanistan.

The above statistics illustrate that many graduates do not in fact go on to teach, but do go on to pursue higher academic studies. Various reasons contribute to the hesitancy of many qualified teachers to enter the profession, including low and inconsistent salaries, inadequate resources, and overcrowded classrooms.

During the end of 1991, the staff of the Teachers' Institute decided again to change the focus of the training program. Instead of offering pre-service training, the staff explored the interest of teachers to receive in-service pedagogical and subject matter training. In surveys that were administered, 62 secondary-level math and science teachers expressed interest in receiving in-service training.

An entrance exam was administered to these applicants on 19 November, 1991. Forty teachers, coming from 22 different districts of Afghanistan, were selected to enroll after passing the entrance exam. The academic year commenced on 1 December, 1991, enrolling 36 students. The new course, which is held in the afternoons, is divided into two parts. During the first month, in December, general teaching methodology and pedagogical theory were reviewed. Teachers also reviewed teaching methodologies that specifically relate to teaching mathematics and physics. During the second part of the course, which will be ten months in duration, students will upgrade their subject-matter skills in the areas of math, physics, and other sciences and practice teaching and conducting experiments. Material will be related as closely as possible to the subjects and topics that teachers teach in their schools during the day.

The Future

In 1992, the Teachers' Institute will offer two, ten-month in-service training courses that allow secondary school teachers to upgrade their technical knowledge and acquire pedagogical skills. The first course, which began in December, 1991, will continue until September, 1992. The second course will begin in November, 1992.

INTER-PARTY SCHOOLS

Introduction

IRC has supported inter-party schools since 1986. The inter-party schools offer 12 grades of education for Afghan refugee boys and are managed by an inter-party board of education

specialists. At the primary level, subjects taught include social science, math, calligraphy, art, science, Dari, Pushto, Arabic, and a variety of subjects pertaining to religion. At the secondary level, subjects taught include biology/geology, physics, trigonometry, math, geometry, history, geography, languages (Arabic, Pushto, Dari, and English), and a variety of subjects related to religion. Through teacher training, monitoring, and the provision of textbooks and other school supplies, IRC has aimed to enhance the general level of education at these schools.

Academics and Events

The academic year continued at all three inter-party schools supported by IRC in the beginning of the year. 1,272 students were enrolled at Seddiq Akbar Lycee, which has the reputation of offering the highest quality instruction of the inter-party schools. This represented an increase in enrollment of 159 students from last year. Thirty-seven teachers taught a total of 31 classes. The average attendance rate in 1991 was 86 percent. Final examinations were administered in June. 1,081 students sat for the examination. 714 students passed (66 percent) and 115 students failed. 252 students passed on a second-chance examination.

There were 637 students enrolled at Hazrat Osman school in the 1990/91 academic year. Of the 464 students who sat for the final examination in June, 438 students passed. Eleven students passed their second-chance exam. The pass rate represents an increase of 31 percent from 1990 which is attributed to the in-service training teachers received at IRC's Teachers' Institute and to the expansion of the school facilities. 581 students registered to enroll in the 1991/92 academic year, which began in September.

1,470 students were enrolled in the 1990/91 academic year at Hazrat Ali Lycee in June. Twenty-five teachers taught at the school. 1,247 students enrolled for the 1991/92 academic year.

During the year, all three schools received pedagogical and subject-matter assistance from teacher trainers from IRC's Teacher Trainer and Textbook Program.

Because of budget reductions, assistance was discontinued to Hazrat Ali Lycee in June. IRC continued to pay teachers' salaries, rent for school buildings, stationary, and textbooks for Hazrat Osman and Seddiq Akbar during the rest of the year.

THE FUTURE

As of January, 1992, the schools will be supported by another NGO.

C. THE HANGU COMMUNITY EDUCATION PROGRAM

Introduction

The overall objective of the Hangu Community Education Program is to improve the quality of education and expand access to primary education in the refugee camps, and to the extent possible, in primary schools located in Afghanistan. To achieve its objectives, the program carries out the following tasks:

- Training and monitoring of primary school teachers who teach in Afghan group schools, community-initiated primary classes and schools, adult literacy classes, and, when possible, primary schools in Afghanistan;
- Training teacher trainers who can design and conduct their own pedagogical seminars;
- Designing and producing teacher guides and other instructional materials; and,
- Providing material and financial support to Afghan group schools, community-initiated primary classes and schools, adult literacy classes, and, when possible, to primary schools in Afghanistan.

In 1991, the above tasks were conducted through four components that were administered and coordinated by the Hangu Community Education Program:

- Teacher training for primary school teachers;
- Material support for Afghan group primary schools;
- Community-initiated primary classes and schools; and
- Adult literacy classes.

TEACHER TRAINING FOR PRIMARY SCHOOL TEACHERS

Introduction

The quality of teaching in the camps has generally been found to be poor. Very often teachers' knowledge of subject matter is deficient and teaching methodology focuses on rote memorization and chanting.¹⁰ Accordingly, IRC focuses heavily on provision of pedagogical training for teachers.

In the Hangu Education pedagogical seminars, primary class and school teachers review student-centered teaching techniques and learn to develop and utilize classroom management skills. Examples of management skills acquired include formulation of objectives, lesson-plan preparation, test-design and interpretation, design and utilization of visual aids, and application of child psychology theories. Through practice teaching

exercises, teachers refine teaching techniques like question and answer, role play, group work, competition, and developing field work exercises.

Academics and Events

During the year, 17 seminars were held for 546 primary school teachers and a few secondary school teachers from the Hangu-Thal camps - well over the 300 teachers that were supposed to receive pedagogical training. Almost all of the teachers of Afghan groups schools in South Waziristan and in the Hangu-Thal area have received pedagogical training. Next year, the program will concentrate on training teachers in Kurram and North Waziristan. For a summary of teachers taught since 1988, please refer to Appendix VIII, Table 1.

A three-month teacher training course for participants from the University of Nebraska (UNO) was held between January and April, 1991. Thirty-three teacher trainers graduated and earned certificates. During the first part of the course, trainees upgraded their pedagogical and classroom management skills. The Hangu teacher trainers noted a marked improvement in teaching styles and effectiveness of the trainees as the course progressed. The second part of the course focused on teaching participants how to be successful trainers. The participants were taught how to design a training seminar. Training techniques were also taught to the participants. To practice what they had been taught, trainees conducted seminars for 117 teachers in Wana, South Waziristan, Pakistan.

The *Teacher Training Manual*, which was developed by the Hangu Community Education Program in 1990, was revised and translated into Dari this year. 5,000 copies of the manual were printed; 2,500 copies in Dari, and 2,500 copies in Pushto. 1,500 copies of the manual were distributed in Afghanistan by UNO teacher trainers.

Work on the *Teacher Trainer Training Manual* continued in 1991. Three-quarters of the work on the book has been completed. The manual should be ready to be published during the second quarter of 1992.

The Future

In 1992, the program plans to train 360 teachers who work in refugee primary schools by offering 12 three-week in-service pedagogical training seminars during the summer and winter vacations. All teachers who are trained will receive follow-up monitoring, supervision, and technical assistance.

Research has shown that a strong positive effect exists between teacher subject matter knowledge

and student achievement.⁹ Accordingly, in 1992, the program will design and conduct 20-day subject matter seminars in the areas of science, mathematics, social studies, Dari and Pushto, and religion. The seminars will focus on upgrading the subject matter skills of teachers and will be based on the curriculum which is used by the Afghan Interim Government in grades one through six.



A student at Mawlana Yaqub Charkhi Primary School for Boys in Khisari refugee camp near Hangu receives notebooks and books from the Hangu Community Education Program's book distribution project. In 1991, the Hangu Education Program delivered books and supplies to 1,378 students and to 48 primary classes.

MATERIAL SUPPORT FOR AFGHAN GROUP SCHOOLS

Introduction

In this component, material support is provided to Afghan group schools which request assistance. Because of severe financial constraints, these schools, which are sponsored by indigenous Afghan groups, would otherwise receive minimal material support. Assistance to these schools not only provides material support for classroom facilities and needy students, but indirectly serves to improve the community stature and the self-esteem of teachers. This, in turn, has contributed to the marked increase in requests for teacher training.

Academics and Events

In 1991, 321 schools, enrolling 51,055 students, received material assistance. Hence, 1,300 fewer students received assistance in 1991 than in 1990. The Hangu Community Education Program had expected enrollments to be greater by 13,000 students in 1991 than in 1990. However, it seems that many teachers, unhappy that they have not been paid (by a source other than IRC), did not come to their schools. This, in turn, adversely affected student enrollment. For a summary of the grades, number of students and type of assistance provided, please refer to Appendix VIII, Table 1.

The supplies that were left over will be distributed during the next school year. Since salaries for teachers of Afghan Interim Government primary schools will be picked up by another NGO, teachers may return to work, which might in fact increase the enrollments to anticipated levels. If that is the case, supplies will be distributed. For a summary of assistance given to Afghan group schools, refer to Appendix VIII, Table 1.

The Future

In 1992, the program plans to distribute supplies to about 350 Afghan refugee schools which provide education to nearly 74,000 students.

COMMUNITY-INITIATED PRIMARY CLASSES AND SCHOOLS

Introduction

In this component of the Hangu Community Education Program, primary classes are provided with books, materials, tents, tarps, and teacher stipends. Teachers are nominated by the requesting community and then screened, trained, and supervised throughout the project. The primary classes vary in size and composition and are supported for no more than three years, during which time the students learn reading, writing, and simple arithmetic. Medium of instruction is in the students' native language. The program has three exceptional merits:

- students become literate within a year;
- because classes are composed of relatives and tribal members from one village or area, girls are able to attend, making up almost 50 percent of the enrollment; and,
- unlike other schools with varied teacher and student populations, the teachers for these classes will return to the same villages as their students and will be able to continue teaching in that community once they return to Afghanistan.

The Naryab School, with 11 classes, grades one through six, is supported and supervised by the Hangu Community Education Program.

Academics and Events

Books and supplies were delivered to 1,378 students enrolled in the 1990/91 term of Naryab School and 48 primary classes found in camps located in Hangu, Kohat, and Darsamand.

Mid-term and final examinations were administered in February and May. Results were very good, with about 79 percent of the students passing and progressing to the next level.



A teacher at a school supported by the Hangu Community Education Program uses a student-centered approach to teaching.

Because of budget restrictions, the program had to discontinue support to ten primary classes in June.

The 1991/92 school term commenced in September, 1991. Books and supplies were delivered to 1,300 students enrolled in the Naryab School and 33 primary classes found in camps located in the Hangu, Kohat, and Darsamand areas.

Community-initiated class and school teachers who have previously received training were monitored on an ongoing basis throughout the year. The Naryab School, with 18 classes, and the other 48 primary classes were supervised and visited regularly. In 1991, 769 visitations were made by teacher trainers from the program. For a summary of assistance given to community-initiated schools refer to Appendix VIII, Table 2.

The Future

As the program looks towards 1992, it is anticipated that material and teacher training and technical assistance will continue to be provided to community-initiated schools. However, further budget reductions are anticipated. Accordingly, the Naryab School will be taken over by the Afghan Interim Government. Salaries for the school will be paid by the Hangu Community Education Program until the end of January. Additional primary classes will probably have to be dropped from the program after the completion of the school term in May, 1992.

ADULT LITERACY CLASSES

Introduction

Afghanistan's extremely low literacy rate, further exacerbated by years of war, serves as a substantial impediment to rehabilitation and development. Accordingly, since 1988, the Hangu Education program has supported literacy classes.

In the literacy classes, students learn elementary Pushto, to read passages from the Koran, to solve simple arithmetic problems, and to write short paragraphs and letters. Potential literacy teachers are identified in the community. They are screened and receive teacher training. Teachers' stipends and material support for the classroom are provided by the program.

Academics and Events

Four literacy classes, catering to 71 students, completed their programs early in February, 1991. Initially offering five classes, one class had to be canceled after continual absences of the teacher. A final examination was administered to measure the progress of the students. Students showed proficiency in reading the vocabulary and lessons in their textbook, and were also able to solve basic arithmetic problems which involved addition, subtraction, and multiplication. Of the 63 students who participated in the exam, all passed. Another literacy class, for laborers from IRC's Self-Reliance Project, was held from April to mid-December. Of the 21 students who originally enrolled in the first-grade course, 15 participated and passed the final exam.

Twenty Afghan youth enrolled in a first-grade literacy class held in Darsamand in October, 1991. However, most of the students were granted visas to visit Saudi Arabia or secured employment in Peshawar and the class was discontinued.

For a summary of the number of literacy classes supported, refer to Appendix VIII, Table 1.

The Future

Because of budget restrictions, the literacy program will have to be suspended in 1992.

D. THE LANGUAGE DEVELOPMENT PROGRAM

The goal of the Language Development Program (LDP) is to equip Afghans with a command of language and public administration skills. Program components instituted to achieve this goal include the Men's English Language Program, the English Training and Development Program, the Men's Public Administration Program, the Men's Journalism Program, and the Language Teacher Training Program. These programs are broken down into further components that are discussed in greater detail below. All together, these programs reached approximately 10,330 students in 1991.

The Men's English Language Program

Established in 1985, the Men's English Language Program was the first program to provide English-instruction to Afghan refugees. The demand for English skills has mushroomed in the last few years. The need has grown even greater as the various international agencies working with Afghans seek to replace expatriate managers with Afghans. Across the border, Afghans see English language skills as necessary to securing key positions with international organizations and businesses which will allow them to earn needed income for their families. Since virtually all of Afghanistan's traditional sources of hard currency have been destroyed and/or taken over by foreign competitors, the English-language skills of its population will become an increasingly valuable capital asset. In 1991, nearly 1,911 students have attended the program which has provided almost 85 English classes of level four, Higher-Intermediate I and Higher-Intermediate II.

The structure of the program was modified in 1991 and is now composed of the following three component parts: Higher-Intermediate English Language, English for Special Purposes, and English Program in Afghanistan.

THE HIGHER-INTERMEDIATE ENGLISH LANGUAGE PROGRAM

The Higher-Intermediate English Language Program provides advanced levels of English instruction to Afghan students. In 1991, Higher-Intermediate I and II courses were designed and implemented. Level Four, which was previously part of the Men's English Language Program is now part of the English Training and Development Program. In 1991, almost 2,000 students enrolled in classes offered by the program.

Academics and Events

1,904 students enrolled in 84 Higher-Intermediate I and II classes in three, four-month terms in 1991.

In all, 1,850 students took part in final examinations. 1,640 students passed by scoring at least 70 percent in both levels. 210 students failed. Sixty-four students dropped their classes during the year. Reasons given for leaving the course included war, emigration, and/or personal problems.

115 students successfully completed the Higher Intermediate II classes and received certificates during the year.

Because of budget constraints, the student fees were increased from Rs. 300 to Rs. 350 per term. The number of scholarships has also been reduced. Starting in Term 91/3, scholarships were only given to handicapped students (100 percent) and to students in the first position (50 percent).

Eighteen, 90-minute teacher training pedagogical workshops on topics like role play, group work, and strategic interaction were held during the year for all 17 ELP teachers in 1991.

In February, a five-member committee composed of teachers from both Higher-Intermediate levels was formed to prepare materials and work on the Higher Intermediate Class II curriculum. By the end of March, they completed curriculum work in four subjects areas: grammar, reading, writing and listening.

The Future

In 1992, it is planned that 16 classes of Higher Intermediate I and 12 classes of Higher Intermediate II will be offered to 1,950 students. Students will master topics in English grammar, reading, writing, and listening.

To upgrade the subject-matter and pedagogical skills of the 18 teachers in the program, at least six, in-service teacher training workshops will be held each term.

THE ENGLISH FOR SPECIAL PURPOSES PROGRAM

Introduction

Very often, individuals who work for NGOs in the Peshawar area can not make the time to attend English courses at the LDP facility. Accordingly, the ELP program has provided specialized instruction for NGO employees at the work-site since 1990. Classes offered vary from beginner-level to advanced levels.

Academics and Events

In 1991, the English for Special Purposes Program conducted specialized English-language courses for 193 staff members from nine organizations in the Peshawar area.

The English for Special Purposes program provided textbooks, workbooks, tests and other materials to 15 organizations during the year. For a detailed list of materials supplied and organizations that received assistance, refer to Appendix IX, Table 1.

The Future

In 1992, the English for Special Purposes component plans to provide specialized English language instruction and technical and material support for 250 staff or organizations related to the Afghan Interim Government and NGOs.

THE ENGLISH PROGRAM IN AFGHANISTAN

Introduction

The English Language Program has received many requests to support English classes in Afghanistan. Accordingly, in 1990, the program started providing some material assistance to some English classes in Afghanistan. In 1991, a pedagogical and subject-matter teacher training component was implemented. After receiving training, teachers return to their provinces in Afghanistan with the necessary materials that they need to set up English-language programs.

Events and Academics

In 1991, ten teachers from Afghanistan participated in a two-month training workshop. The participants spent 248 hours of instruction upgrading their English and 30 hours acquiring student-centered pedagogical skills.

Returning to their districts in Afghanistan with textbooks and other materials, they are now teaching English to 180 students. For information pertaining to where English classes are now being conducted in Afghanistan, refer to Appendix IX, Table 2.

The Future

In 1992, ten teachers will travel from Afghanistan and participate in a one-month training workshop which will focus on improving English and pedagogical skills. Teachers will then return to Afghanistan and start their own English classes.

These students attend an English course in Sholgar district of Mazar-i-Sharif province established with assistance from IRC's English Language Program in Afghanistan. (photo courtesy of the English Language Program)



The English Training and Development Program

The goal of the English Training and Development Program (ETDP) is to provide lower-intermediate English instruction, material and technical assistance to Afghan communities and individuals who wish to operate or participate in community-based English language programs. To effectuate this goal, the following components are managed by the ETDP program: the Language Outreach Program, the Hangu English Language Program, and the Outreach Graduate Program.

THE LANGUAGE OUTREACH PROGRAM

The Language Outreach Program was opened in 1987 in order to reduce demand on the courses offered directly by the IRC English Language Program and to move towards greater community-based programming. The outreach program offers teacher training, supervision, textbooks, and teaching materials for community-based language instruction. The substantial growth in the program is attributed to the technical training and supervisory support that is provided by the staff of the ETDP program.

Academics and Events

During the year, 5,500 students were enrolled in one of 27 outreach programs supported by IRC in the Northwest Frontier Province and Baluchistan. These outreach programs offered 201 classes of English instruction that were conducted by 167 teachers. For a list of outreach programs supported by the ETDP program and enrollment statistics, refer to Appendix X, Table 1.

167 teachers from 27 outreach programs received 175 hours of pedagogical training in 1991. The following topics were taught in the workshops: lesson planning and objectives, presentation, unit openings, reading, writing, using pictures and objects in the class, interaction, pronunciation, drills, communication games and common errors of teachers.

All 167 teachers of the 27 outreach programs were observed in their classes by the teacher trainers and the program manager at least once a month. The teacher trainers noted that the teachers were applying theory to practical situations in the classes by using pictures, objects, pair work, group work and other teaching materials. Some teachers, however, had trouble applying grammatical theory to practical situations. This skill was later addressed in a teacher training workshop. The teacher trainers gave feedback to the teachers on strengths and areas in which they could improve.

Seven new outreach programs, enrolling a total of 1,463 students in 58 classes, were initiated in

Miranshah, Landi Kotal, Quetta (Baluchistan), Kohat, Sada, Mansehra, and Wana.

Approximately 10,100 copies of *InterCom* textbooks and workbooks, 350 level-four intensive books, tests, quizzes, cassettes, and some supplementary materials, including teachers' editions were distributed to all outreach programs throughout the year.

The Future

In 1992, the Language Outreach Program plans to provide material, technical, and training assistance to 2,000 interested students in ten city outreach programs composed of 60 English classes and to 4,000 students in 20 camp outreach programs composed of 140 classes. Three in-service pedagogical seminars for 50 teachers from the ten city outreach programs and three in-service pedagogical seminars for 110 teachers from the camp outreach programs will be held each term. Three management workshops for 30 camp outreach program administrators will also be held during the year.

THE HANGU ENGLISH LANGUAGE PROGRAM

Introduction

The Hangu English Language Program provides community-based English instruction to students who reside in the Hangu area. Started in 1986 as an outreach program for IRC staff in Hangu, the program offered between 30 and 40 classes in each of the four-month terms. Between 650 and 750 students were enrolled in each term.

Academics and Events

Hangu ELP completed two, four-month terms in 1991. Term 1991/1 finished in May. The final test was administered to 660 students.

750 students registered for 38 classes offered during term 1991/2. The final test was administered to 720 students at the beginning of October.

Hangu ELP began term 1991/3 with a total of 650 students in 30 classes in the last week of October. The number of students registered in term 1991/3 was lower than that of the previous semesters due to the increase in fee from Rs. 150 to Rs. 200. Many students, whose fathers work for the Afghan Interim Government, had also not been paid for several months. For term 1991/3 enrollment statistics, refer to Appendix X, Table 2.

A total of 24 hours of teacher training was conducted by the teacher trainers and program manager for the 19 Hangu English teachers. Bi-weekly teacher training workshops were also held

throughout the year. The workshops focused on training teachers to use student-centered teaching techniques, like group-work, role-play, and discussion.

During the year, two classes, enrolling 25 students were initiated for female staff members of the Hangu Medical Program in October.

2,030 copies of the *New InterCom* textbooks and workbooks were distributed in 1991. Three tests, ten quizzes and supplementary materials were given to Hangu ELP each term.

The Future

In 1992, the Hangu English Language Program will enhance the quality of English instruction provided to 700 interested students and IRC Hangu staff members. Thirty-seven classes, ranging from beginner-level to level-four will be held in 11 refugee camps in the Hangu area. Classes will receive material, technical, and training assistance.

THE OUTREACH GRADUATE PROGRAM

Introduction

In 1990, level-four classes were subsumed by the ETPD program. While many of the outreach programs offer level-four instruction, the Outreach Graduate Program was established to provide level-four instruction to students residing in the Peshawar area. Intensive level-four classes are offered at the Outreach Graduate Program for students who have completed beginner and intermediate English classes in the outreach programs but who still need to improve their English so that they can secure admission to the ELP program.

Academics and Events

The Outreach Graduate Program completed its first and second three-month terms, enrolling 1,500 students in 60 classes in 1991. Term 1991/3, which started in October and will finish in January, has enrolled 350 students in 14 classes.

962 outreach level-four graduate students took ELP screening exams in June, July, and October. 362 students passed the exam by scoring at least 70 percent. The managerial and teaching staff of the ETPD program felt that the screening exams were too difficult and did not test skills taught in the English outreach programs. In the future, the manager of the ETPD program will examine the ELP screening exam before it is administered to ensure that it is fair and accurately tests the English skills acquired in the outreach program classes. Students who passed the exam were admitted to the Higher-Intermediate classes.

The number of students registered in term 1991/3 was much lower than the previous terms. The reason for this is that many students passed the ELP screening test and were admitted into the ELP program. For enrollment statistics of term 91/3, refer to Appendix X, Table 3.

A one-week teacher training workshop was held for Outreach Graduate Program teachers at the end of each term. Twenty teachers participated in the workshops. The workshops focused on training teachers to use student-centered teaching techniques.

The Future

In 1992, the program plans to provide intensive intermediate-level English instruction for 1,500 students who come from the outreach programs who do not score high enough on the Higher Intermediate English screening exam.

The Men's Public Administration Course

The International Rescue Committee's Public Administration Program (PA) was opened in August, 1988, to provide professional administrative training to Afghan refugees. Courses are offered in office administration, accounting, management, computer operation, and typing. It is IRC's belief that by developing the professional skills of Afghans, these professionals will be able to make a more substantial contribution to the relief of the Afghan refugee population and to the reconstruction of post-war Afghanistan. Courses are specifically tailored to address the unique needs of the agencies offering relief and development services. In 1991, 1,055 Afghans and 43 NGOs participated in the Public Administration Program.

The Public Administration program is made up of three basic components:

- NGO Intensive Courses,
- Semester Courses, and
- Office Machinery Courses.

NGO INTENSIVE COURSES

Introduction

The Intensive Workshops provide training for Afghans who are already working for NGOs but need to enhance skills to perform their jobs more effectively or to take on more responsibilities. Ultimately, IRC hopes to enhance the managerial and administrative capacities of Afghan NGOs so that they may play a pivotal role in addressing the rehabilitation needs of Afghanistan. As many NGOs seek to assign senior managerial staff positions to Afghans, IRC has found that there is a substantial need to equip Afghans with

theoretical and technical knowledge so that they may effectively operate in senior managerial capacities. During the 13 years of war, advanced educational opportunities for Afghans have all but disappeared. Subsequently, IRC's Public Administration Program plays a pivotal role in educating Afghans in subjects related to public administration.

The program offers the following seven courses for improving administrative and managerial skills:

- Office Administration,
- Managing Yourself and Your Team,
- Report Writing,
- Making Meetings Work,
- Being a Receptionist,
- Decision Making and Problem Solving, and
- Administration Management.

Academics and Events

In 1991, 227 staff members from 43 NGOs participated in one of seven intensive courses. A total of 22 sessions of the intensive courses were offered. For a list of organizations that enrolled participants and a summary of courses offered during the year, refer to Appendix XI, Table 1.

The Future

In 1992, the program plans to train 190 NGO staff members to enhance administration and management skills by offering the same courses for NGOs. NGOs will also be surveyed to identify other course areas that may be required to enhance the skills of Afghans who are working for NGOs.

SEMESTER COURSES

Introduction

The Semester Courses, designed for twelfth grade graduates, are broader than the intensive workshops and last three months. They offer public administration theory so that graduates may secure jobs related to the reconstruction of Afghanistan or provide an educational base so that graduates may pursue tertiary-level studies relevant to public administration. These courses provide one of the only (if not the only) opportunities to pursue post-secondary educational opportunities in the area of public administration and business.

Six semester courses were offered in 1991/92. Courses such as Administrative Writing, Basic Bookkeeping, Administration & Management I and II are offered in English. Financial Administration and Public Administration are conducted in Dari and Pushto.

Academics and Events

In 1991, 157 individuals enrolled in the three semester sessions that were offered during the year. To review 1991 enrollment statistics, refer to Appendix XI, Table 2.

The Future

In 1992, the program plans to train 250 Afghans who have graduated from the twelfth grade in administrative, management, and bookkeeping skills. The same courses as those offered in 1991 will be conducted. The program will also explore the possibility of developing new courses that will equip Afghans with skills so that they may secure employment with NGOs and procure professional skills.

OFFICE MACHINERY COURSES

Introduction

The Office Machinery courses are designed to equip students and NGO staff members with skills so that they may operate typewriters, computers, and office machinery.

Academics and Events

In 1991, 628 students enrolled in the various office machinery courses. New courses in MLS (Dari wordprocessing) and dBase III+ were offered during the year. For a summary of courses offered and enrollment statistics, please refer to Appendix XI, Table 3.

The Future

In 1992, at least 625 students will participate in computer and typing courses. Programs to be taught in the computer portion of the course include WordPerfect 5.0, Lotus 1-2-3, and dBase III+.

THE MEN'S JOURNALISM PROGRAM

Introduction

The Men's Journalism Program was opened in 1987 in order to rectify the paucity of Afghans qualified to report and present the plight of Afghan refugees and their country in an objective and clear manner to the outside world. Additionally, large numbers of foreign journalists need interpreters and translators. An Afghan with knowledge of English and journalistic skills can greatly facilitate the work of outside journalists who are in Pakistan or Afghanistan to document issues and events related to Afghan refugees.

Students in the IRC Men's Journalism Program publish two newspapers: Bouquet Among the Ashes, an English publication, and Naweed-e-Fatah, a Dari/Pushto publication.



Academics and Events

In 1991, substantial changes were made to the curriculum and were implemented in October, 1991. To more adequately address the needs of Afghan students, topics were added to the curriculum, including translation, editing and international and Afghan press history. Instead of offering four ten-week levels, two 18-week semesters are now being offered. In this way, it is hoped that redundancy between levels can be eliminated. Regardless of the challenges facing the program in 1990/91, the program did enroll 113 students. Actual number of hours of instruction per week has been increased from seven-and-a-half to 15. The medium of instruction is now split between English and Dari/Pushto.

The Men's Journalism Program experienced a number of challenges in 1991. The evacuation of an expatriate manager and teaching staff during the Gulf War left the program without a native-English speaker to teach in the course. Assuming responsibilities for the program, the new Afghan manager hired four Afghan journalists to teach in the course. The staff have worked to revise the curriculum so that it is more relevant and improves the quality of education that is extended to the male journalism students.

The program can no longer afford to pay stipends to students who are engaged in an internship with a local news organization or when they work on the student newspapers. Consequently, students have been drawn to other courses (journalism and other) that do pay student stipends. Currently, policies are being explored by program staff to circumvent this problem.

However, the program did make progress during the year. Seventy-two students successfully completed the levels in which they were enrolled and 26 students graduated from the program. Of the 26 students who graduated, ten have secured media-related jobs.

The Future

As the Men's Journalism Program looks towards 1992, it envisions that its program will be strengthened by implementing the new curriculum. Forty students should graduate from the program next year.

The Language Teacher Training and Translation Services Program

Since 1988, the goal of the Language Teacher Training and Translation Services Program (LTT) is to upgrade the language skills of Afghan nationals through pedagogical and subject matter teacher training and provision of translation services and training. To achieve its goals, the LTT program is divided into three component parts: Dari/Pushto Language Teacher Training, English Language Teacher Training, and Translation Services and Training.

DARI/PUSHTO LANGUAGE TEACHER TRAINING

Introduction

Maintaining the Pushto and Dari languages necessitates that Dari and Pushto teachers possess sound teaching skills. However, Afghan teachers very often lack the prerequisite skills that are necessary to maximize and enhance

educational outcomes. The Dari/Pushto Language Teacher Training Program trains teachers to master pedagogical skills and upgrade knowledge of technical subject-matter.

Academics and Events

During the year, 252 Dari/Pushto teachers from 56 refugee secondary schools and teachers who are not currently working participated in 12 Dari/Pushto seminars. Three types of seminars were offered in 1991:

Grammar Seminars: In the ten-day grammar seminars, teachers reviewed particles, prepositions, punctuation, nouns, verbs, tenses, adverbs, adjectives, pronouns, and articles. Four grammar seminars were held during the year for 88 teachers. Eighty-two teachers passed the final test and received a certificate of completion.

Teaching Methodology Seminars: The ten-day teaching methodology seminars focused on lesson plan preparation, preparation of objectives, educational and student psychology, development of student-centered teaching techniques with sections on how to teach reading, writing, vocabulary, and grammar. In 1991, four methodology seminars were held for 96 teachers. Ninety-two teachers successfully conducted a practice lesson and passed the written examination.

Poetry Seminars: Four, ten-day poetry workshops were held for 84 Dari and Pushto teachers in 1991. Topics addressed in the seminar included use of speech, comparisons, allusions, and a review of poems and poets. Seventy-eight teachers passed the final test and received a certificate of completion.

The Future

In 1992, this program will be subsumed by the Teacher Training and Textbook component of IRC's Science and Technology Training Program.

THE ENGLISH LANGUAGE TEACHER TRAINING PROGRAM

Introduction

The English Language Teacher Training Program provides two-week in-service training workshops for English teachers. These in-service training workshops seek to maintain and upgrade the technical and teaching skills of English teachers.

Academics and Events

Seventy-five English teachers from 35 secondary schools and teachers who were not employed participated in six English-language and

pedagogical development workshops. The ten-day workshops focused on training teachers to teach vocabulary, introducing and presenting lessons, pronunciation, dialogues, reading, writing, and conducting drills. Sixty-seven teachers successfully completed the workshops and received a certificate.

Eighty-two individuals participated in the pre-service teacher training seminars. Participants in the seminars learned how to prepare objectives and lesson plans and how to teach English lessons from the *Intercom* series using student-centered teaching techniques. Seventy-four participants successfully completed the seminars.

The Future

Because of financial limitations, the English pre-service training course will not be offered next year.

TRANSLATION SERVICES AND TRAINING

Introduction

In the translation component of the Dari and Pushto Training program, translators or editors translate documents from Dari and Pushto into English and visa versa. The program also trains Afghans to translate and edit materials.

Academics and Events

More than 32 NGOs used the services of the LTT program during the year. A diversity of items were translated, including items related to administration, health, agriculture, social events, education, literature, proposals, reports, and surveys.

Materials were either translated, edited or word processed. In all, 2,653 pages were word processed, 2,406 pages were edited, and 2,254 pages were translated. Rs. 181,105 were generated during the year through translation activities.

Thirty-eight students enrolled in two, three-month *Art of Translation* courses after being screened for language proficiency. In addition to theoretical material, like the history of translation, types of translation, and translating into English, Dari, and Pushto, students practiced translating and editing in all three languages. Thirty-one students passed the course in 1991.

The Future

Because of financial limitations, the *Art of Translation Course* will not be offered in 1992. The Translation Services component will only function if it is self-sufficient.

III. INCOME-GENERATION PROJECTS

A. THE SELF-RELIANCE PROGRAM

INTRODUCTION

Established in 1985, the goal of IRC's Self-Reliance Program (SRP) is to create employment, income, and vocational training opportunities for Afghan refugees residing in Kohat, Banu, Orakzai Agency, Waziristan, Kurram, and Peshawar. In 1991, the program managed projects in the following sectors:

- Construction,
- Handicrafts,
- Credit Scheme,
- Wood and Metal Shop,
- Gabion Project,
- Auto Shop,
- Agriculture, and
- The Printing Press.

In 1991, SRP specifically targeted 'vulnerable' beneficiaries, thus maximizing the use of limited resources for those who most need assistance. Refugees who are considered 'vulnerable' include poor widows, orphan boys, and disabled men. During the year, SRP extended its activities beyond the traditional Hangu-Thal area into areas where IRC has had little or no contact, particularly North Waziristan. There was increased emphasis on vocational training. The Credit Scheme, Construction Program, Auto Shop, Wood and Metal Shop, Gabion Project, and the Tailoring Program offered apprenticeships during the year.

1991 was an eventful year for SRP. Forty-three schools, BHUs, and a warehouse were repaired by teams working in the Construction Program. An average of 583 women participated in the Handicraft Program. In June, the Handicraft Program was extended to Shindand camp. Eighty-two widows received poultry loans, and 68 loans were given to skilled craftsmen so that they could establish small businesses. Over 100 apprentices were trained in carpet and gilim weaving, in various small businesses, in the Wood and Metal shop, and the Auto Shop. The Gabion Project continued to generate substantial income and provided short-term work for 1,200 refugees. The Poultry Project expanded during the year by adding a layer farm.

In 1991, SRP's budget exceeded Rs. 43 million (\$1.75 million), of which over 80 percent was funded by the program's own revenues. Over 1,400 males and 250 females benefitted from the poultry and tailoring loans and carpet-weaving apprenticeships that were managed by IRC in 1991.

In 1992, the Construction Program, the Credit Scheme, the Handicraft Program will be either completely or partially-funded by UNHCR. The others will be self-financing. The following section of this report reviews each project component in greater detail.

THE CONSTRUCTION PROGRAM

Introduction

The purpose of the Construction Program is to provide income-generating and training opportunities for Afghan refugees by constructing and maintaining community facilities and infrastructures like schools and Basic Health Units (BHUs) in refugee camps. This project was entirely funded by UNHCR in 1991.

Events

During the year, three teams, who worked with the Construction Program, repaired 32 schools, ten BHUs, and one warehouse. They constructed seven dikes and repaired two kilometers of road. For a summary of where activities were implemented, refer to Appendix XII.

The projects were accomplished in 8,907 man-days of work. The three teams were led by a site engineer who moved to projects identified by UNHCR. One of the most persistent problems experienced during the year was related to the construction of five flood-protection dikes in Orakzai Agency. Twice, some were washed away during the construction process. This occurred despite changes in the design of the dikes after the first project was washed away. SRP advised UNHCR to abandon the project because the flash-floods are too fierce and unpredictable. SRP also suggested moving the homes of the refugees to a safe place away from the gully's edge.

The Future

As outside funding for SRP refugee projects continues to dwindle, SRP will look increasingly to contracting and cross-border activities. Proceeds from the more profitable ventures can be used to continue IRC's projects for vulnerable groups such as widows, the disabled, and orphans.

HANDICRAFTS

Introduction

The Handicraft Program, formerly known as the Sewing and Tailoring Program, has been

operating since 1985. Its overall objective is to provide income-generating opportunities for refugee women through the traditional female activity of embroidery. The program supports employment opportunities for girls and women in seven camps. The women embroider swatches of cloth which are then incorporated into clothing, pillow cases, bags, etc. There are two handicraft shops where items are sold; one in Peshawar, and one in Hangu. In addition to receiving income for their work, women receive training so that they produce items of higher quality and attractiveness.

Events

An average of 583 women participated in the project each month in 1991, although sometimes there were over 700 women embroidering articles at one time. In June, the project extended its activities to Shindand camp near Kohat, making a total of seven camps in which the project operates. Shindand is a newly established camp in an area where few refugees have opportunities to earn income. The female participants in Shindand were identified by the SRP handicraft instructor, who assessed the embroidery skills of interested women. By the end of 1991, 60 women from Shindand were participating in the program. Fifty girls were given materials and embroidery instruction during the year.

The women who worked with the program earned a total of Rs. 307,776 (Rs. 24 = US \$1) in 1992. The total revenue from sales of finished embroidered items totaled Rs. 611,098.

The Future

In 1992, 700 women residing in seven camps in the Kohat/Thal area will earn income by embroidering handicrafts. Ninety girls should be trained to produce handicrafts. Wares produced by the women and girls will be sold in Pakistan and abroad. The greatest challenge faced by the program in 1992 will be to increase its sustainability. The program is looking at various ways of reducing overhead as well as exploring the possibility of expanding to another camp in the Kohat area.

CREDIT SCHEME

The Credit Scheme, previously known as the Business Incentives Project, has been operating since 1987. The purpose of the Credit Scheme is to foster income generation, employment, and training opportunities for vulnerable men and women who have no other source of income by providing financing for those individuals who wish to engage in business and handicraft ventures in

North Waziristan, Kohat, and Bannu. Through the Credit Scheme, orphans and disabled men also receive apprenticeship training in various businesses. In 1992, the primary components of the Credit Scheme were loans, carpet weaving, and apprenticeships. The following section outlines the activities of each of those components.

Loans

Eighty-two widows received loans to start poultry projects. Fifty vaccinated Fayumi layer chicks, six to eight weeks old, were given to each widow after being raised on the SRP layer farm. The chickens begin to lay after five to six months and the widows are able to begin to pay back their loans, either in eggs or in cash. Thirty-seven loans were repaid by the end of December. Most of these loans were given in 1990.

Initially, there was some wariness concerning the widows' poultry scheme due to the sensitivity of working directly with women in Afghan culture. By working through a male member of the widow's family, however, the program was able to secure the support of community elders.

Sixty-eight loans were given to skilled artisans so that they could set up small businesses such as painting, auto body work, and radio-repairing. For the first time, women were given loans to start tailoring businesses. The amount of the loans vary from Rs. 1,000 to Rs. 10,000 and are supposed to be paid back over a pre-scheduled period of 12, 15, or 18 months. A total of Rs. 183,430 in loans was made in 1991, and Rs. 128,522 were collected in repayment (from loans made in 1989, 1990 and 1991).

Carpet-Weaving

124 females received materials to weave carpets in the Spinwam, Matches, and Tabai camps in 1991. Very few agencies work in North Waziristan because of the isolation and security problems associated with the area. As a result, the refugees living in North Waziristan receive little or no assistance. The refugees residing in the camps of North Waziristan are primarily from Turkomen regions in Afghanistan where traditionally women weave rugs. SRP has managed to re-generate the craft by providing materials and a market for the carpets. SRP bought 69 carpets in 1991. Many of the refugees used the money they earned to buy more materials. Some families are now selling the carpets that they produced with their own materials to other buyers. SRP sold 78 carpets (including stock from 1990), generating an income of Rs. 183,315 in 1991.

Spinwam Camp: SRP Provides Residents Options, Hope

By Ahmad Mir, Coordinator of the Self-Reliance Program

Spinwam camp looks like a grave in the desert - you feel like there are no humans there. Spinwam is located in North Waziristan, on a road which is sensitive and dangerous. People do not like to travel on the road, and no NGOs work in this area. Even the Afghan Commissionerate for Refugees does not go there often.

Members of the Self Reliance Project (SRP) staff went to Spinwam in January, 1991. We wanted to find out if the people of the camp, especially women, had skills which SRP could help develop. When we arrived, we buzzed the horn but no one came out. Children began to appear but they did not speak Pushto or Dari, and we did not understand their native language of Turkoman.

At last a man appeared. We asked him if there were any men in this village and he told us that all the men had gone to neighboring towns and Peshawar to look for daily labor. The man introduced us to two old women. We spoke with the two women and we asked them what they had done in Afghanistan. They said they had farmed and raised chickens, sheep and cows. They made dried yoghurt, animal skins, and meat, which their men sold on bazaar day once a week. They told us they could make carpets, but that they did not have any money to buy materials.

After the meeting we noticed that a man had returned from the Miransha bazaar. This man was surprised to see us and said no one had ever come to the camp before. He asked us what we could do to help. The women had no authority to accept help from us, but he could make decisions on their behalf.

We promised to provide the people seven looms, scissors, wool, and other materials, and to pay stipends for 14 apprentices to learn carpet-weaving. The people resisted the ideas of poultry loans for widows at first, because they wondered how they would pay the loan back and worried that the chickens might die. They did not know anything about vaccinations.

After ten days we returned with all that we promised. The first carpet they produced was poor quality, because it was so long since they had woven carpets. After three months, the talent returned and the apprentices learned a lot. The frames were circulated from family to family and SRP purchased the carpets to sell in Hangu and Peshawar. As soon as the people were paid they bought their own materials and SRP allowed them to continue to use the frames.

Now the people have their own carpet-weaving businesses in Spinwam and sell to individual contractors as well as SRP.

Apprenticeships

Carpet and Gilim Weaving Apprentices: Eight orphaned boys from areas where carpet-weaving is not traditional were brought to the Hangu workshop to learn to weave carpets or gilims in two, four-month training programs. In that time they made 15 carpets and gilims. Upon completion of the training, the boys were given materials so that they could weave carpets at their homes. These will be sold in 1992.

Nine boys, taught to weave last year in the workshop, each taught two of their female relatives how to weave in their family compounds. Ten carpets were made by the boys and their female relatives in 1991.

Small Business Apprentices: Twenty-two orphaned boys and disabled men worked as apprentices for small businesses in the bazaars of Hangu, Kohat, and Waziristan. They learned trades like shoe-making, painting, bicycle-repair, tailoring, and radio-repair in the four to nine-month apprenticeships. The length of the apprenticeship depends on the nature of the business. Apprentices were paid a Rs. 300 per month stipend, while their trainers received Rs. 200 per month. Their progress was monitored weekly by the manager and his assistants.

Sixty-three apprentices have graduated from the program, 22 in 1991 and the rest in 1990. Forty-five apprentices have continued their training as senior apprentices in the business ventures in which they started working.

Tailoring: Three, three-month tailoring courses were designed and offered in refugee camps during the year: one in Shindand (Kohat), one in Gumkhol (Kohat), and one in Matches (Waziristan). Sixty apprentices were trained, with 20 in each course. Of those who were trained, 23 were orphan boys and 37 were disabled men. They learned to tailor Afghan traditional clothing. Trainees used sewing machines provided by SRP during the course. All trainees successfully completed the course and were given sewing machines on credit so that they could apply their new skills.

The Future

In 1992, the activities of the Credit Scheme will be extended to Orakzai Agency. The program will also start a widows' goat loan project in North Waziristan. Thirty interest-free loans will be issued to skilled refugees. Fifteen orphans will be apprenticed to small businesses of their choice; 16 will be apprenticed in carpet and gilim weaving. Forty orphans and disabled men will

receive training in tailoring. Twenty families residing in Waziristan will be paid to produce 60 carpets and 15 gillims.

THE WOOD AND METAL SHOP

Introduction

The purpose of the Wood and Metal Shop is to provide income-generating opportunities for skilled artisans and training for orphaned or disabled apprentices by producing items made of wood, metal, plastic or cement. It has been in operation since 1989. Items are often produced for NGOs who are providing services in the Northwest Frontier Province or for use of Afghan refugees. Since items made of materials other than wood and metal are also produced at the shop, the name of this program will be changed to the Multi-Purpose Workshop in 1992.

Events

Staffing levels of the workshop fluctuated during the year. Staff levels, which averaged around 20, depended on the quantity and size of the orders which SRP received. The following orders were completed in 1991:

- 5,600 ring-clamps for Danish Committee for Afghan Relief,
- 60 classroom chairs for IRC's Language Development Program,
- 1,680 metal health-worker boxes for Save the Children-UK,
- 80 well spindles and axles for IRC's Sanitation Program,
- 109,296 plastic specimen bottles for IRC's Medical Program,
- 375 cement latrine slabs for IRC's Sanitation Program,
- 1,200 blackboards for IRC's Hangu Education Program, and
- 100 chairs for the Ariana English Language Program.

Twelve refugees received training as apprentices during the year.

The Future

In 1992, the Multi-Purpose Workshop will include wood, metal, plastic, gabion, and cement operations. A new electricians' shop will be added. The workshop plans to produce 200,000 plastic bottles for IRC's Hangu Medical Program. The project will continue to seek production contracts with other NGOs. Five orphaned or disabled apprentices will receive training in the shop in 1992. Ten senior and middle-level apprentices will continue their training.

THE GABION PROJECT

Introduction

The purpose of the Gabion Project is to generate income by producing gabions. A gabion is a wire mesh cage which can be assembled on-site to form a one cubic meter cage. The cage is filled with stones and used to form a part of a dike or other erosion control barrier. It is a cost-effective building material that can be used in agriculture projects, dams, dikes, and road construction projects. SRP has trained over 1,200 people since 1989 to hand-weave these sheets in home compounds. The families that have participated in the project have earned more than Rs. 950,000.



Two participants in SRP's Gabion Project in Shindand camp near Kohat carry nearly produced gabions. In 1991, the Gabion Project produced 46,000 square meters of gabions, providing short-term work for 1,200 refugees.

Events

The Gabion Project produced 46,000 square meters of gabions in 1991, providing short-term work for 1,200 refugees. Orders were processed for the following organizations:

- CARE: six tons of wire made into 6,000 square meters of gabions;
- Volunteers in Technical Assistance: Eighty-eight tons of wire made into 40,000 meter sheets;
- Mine Clearance Program for Afghanistan: 850 kilograms of wire made into 303 square meter of gabion sheets.

Seventy tons of wire were also supplied to Afghanistan for use in Takhar province of Afghanistan and eight tons were supplied to Danish Committee for Afghan Relief for their shallow-well program in Afghanistan.

This program has been very successful with community members. It was so popular that community elders have requested that SRP keep gabion production in camps near Hangu. However, to ensure that the program reaches the neediest refugees, it was decided to institute a gabion workshop in Shindand camp near Kohat and take the production out of the home-compounds in the Hangu area in May. 250 men living in camps around Kohat, of whom 50 are disabled, made gabions in Shindand camp from May to October.

The Future

In 1992, the Gabion Project will be integrated into the Multi-Purpose Workshop. It is hoped that the project will employ 120 trained gabion makers from the Kohat area who will produce 150 tons of gabions. An additional 20 disabled men in Kohat, and perhaps in Afghanistan, will be trained to weave the gabion wire. The project should generate a ten percent profit in 1992.

AUTO SHOP

Introduction

The Auto Shop, which began in 1988, provides training opportunities for refugees interested in mechanics. Nine permanent staff work with the project, including a head mechanic, greasemen, auto body staff, painters, and service men. In December, 1991, there were eight apprentices working with the program. The Auto Shop services and repairs all 43 vehicles used by the Hangu-based IRC programs. It also repairs private vehicles.

Events

The Auto Shop completed 1,932 repair jobs for IRC vehicles and 661 repairs on private vehicles in 1991. Under the leadership of a new supervisor, the program almost covered all its costs this year. The Auto Shop also supplied clean well-water to IRC's Medical Program and Lokti and Naryab camps. At a price of Rs. 30 per tank, it was the cheapest clean water available in Hangu.

Eight orphan boys learned skills varying from body-work to vehicle wiring and simple mechanics.

The Future

The Auto Shop will enter 1992 in a much stronger position than it did in 1991. All 43 vehicles used by the Hangu programs will be serviced after every 2,000 kilometers of use. Repairs on all Hangu program cars will be made as necessary.

Four boys will be trained as apprentices. SRP will investigate the possibility of opening another auto shop in Peshawar and/or in Afghanistan. SRP will also try to encourage other organizations to send their cars to Hangu for major repairs.

AGRICULTURE

In 1991, the Agriculture Program sought to promote disease-resistant animal-stock populations in the Kohat and Thal areas and to manage vegetable and fruit-tree projects where produce and seedlings were sold to the refugee and expatriate communities. Program components include poultry, demonstration plots, and cow insemination, each of which are discussed in detail below.

Events

Poultry: The Poultry Project constituted the major component of the Agriculture Program in 1991. The layer farm was started in March, 1991 and has a capacity to raise 3,000 chickens per month. The chickens are mostly sold to Afghan refugees residing in the Hangu area. The project sold 24,157 chickens during the year, earning an income of Rs. 518,898.

The broiler farm, which was opened in May, 1990, continued to operate in 1991. With a capacity of raising 1,200 Hubbard chickens per month, most are sold to markets in the Peshawar area. 16,174 Hubbard chickens were sold during the year, earning an income of Rs. 787,099.

Demonstration Plot: Only one demonstration plot remains in what was once known as the kitchen-garden project. The project was established in 1985. UNHCR, which had heavily subsidized the project, felt that the project had run its course. Accordingly, there was not much activity in this sector during the year. Twenty-two kilograms of honey were produced, yielding a small income of Rs. 1,100. The demonstration plot earned the following for the items it produced in 1991:

- Rs. 34,710 for vegetables and fruit,
- Rs. 16,094 for eucalyptus seedlings, and
- Rs. 8,300 for fruit-tree seedlings.

4,800 kilograms of vegetable seeds were also distributed to refugees.

Cow-Insemination: The four SRP bulls inseminated 1,421 cows during the year, earning an income of Rs. 49,970. Two bulls were used in Kahi camp and two in Kotki camp. Three bulls are Friesians and one is a Jersey bull. One other bull was sold in December because of declining performance.



An SRP employee feeds two of the bulls belonging to SRP's Cow-Insemination Project.

THE FUTURE

In 1992, the Agriculture Program plans to raise and sell 20,000 Egyptian Fayumi or Australian layer chickens, and 20,000 broiler chickens. 2,000 cows will be inseminated. The number of bee-hives will be expanded from 16 to 32. Due to reduced funding, the vegetable and fruit-tree projects will be discontinued in 1992. SRP will also examine the possibility of starting a new veterinary project. However, new funding sources will have to be sought to start this project.

THE PRINTING PRESS

Introduction

The Printing Press was established in 1985 and provides employment for 137 refugees. It prints various materials including textbooks, reports, and literature in Dari and Pushto. The Printing Press also produces file folders, stationary, greeting cards, business cards, posters, and flip-charts. By far the most profitable business at SRP, the

Printing Press earned over \$150,000 in profits in 1991.

Events

Among other orders, the Printing Press printed over 1,900,000 text books in grades one through nine for the University of Nebraska during the year. The Printing Press published 95,000 other orders for textbooks, reports, and literature in Dari and Pushto. To upgrade its facility, the press purchased two printing machines: a Rota machine imported from England and a locally-produced Jehlum machine. A lathing machine, to enhance the work of the machine maintenance shop, was also purchased. An IBM laser printer was purchased to upgrade the quality of the press's desktop publishing.

The Future: In 1992, the Printing Press will continue to print materials and provide other relevant services. The managerial staff of the press will also explore the possibility of moving to Afghanistan.

IV. CROSS-BORDER PROGRAMS

To discourage the further outflow of refugees and to address conditions mitigating against repatriation, IRC operates two major programs designed to facilitate rural rehabilitation in resistance-held areas of Afghanistan. In 1989, IRC commenced cross-border projects through the Rehabilitation Program for Afghanistan and the Rural Assistance Program. These two programs are described in detail below.

A. THE REHABILITATION PROGRAM FOR AFGHANISTAN

When the Geneva Accords were signed in April, 1988, IRC began to explore ways to assist and encourage refugee communities to return to their homelands. IRC established the Rehabilitation Program for Afghanistan (RPA) to reconstruct basic infrastructures necessary to sustain large-scale repatriation.

With 12 years of experience working with Afghan refugee communities, IRC has become familiar with many of the community leaders from Paktia, Paktika, Logar and Nangarhar provinces of Afghanistan. Working with these leaders, RPA has sought to identify the traditional community councils, called *shuras*, which had in the past addressed issues of concern to the broader community. While avoiding direct affiliation with military commanders, RPA has been able to identify traditional councils consisting of 20 or more members representing the ethnic and political make-up of their home districts.

After recognizing a traditional council, RPA selects two managers from a pool of candidates presented by the council. Selection of candidates is based on test scores from analytical, writing, and reading comprehension exams. Managerial and administrative training is arranged for those who are selected through the screening process.

After training, the shura managers work in conjunction with community councils and RPA to design and implement rehabilitation projects in their home districts. By working through these community councils, RPA meets a number of objectives:

- indigenous councils are re-activated to contribute to post-war reconstruction and community development;
- appropriateness and need for projects is assured;
- security is enhanced through minimal exposure of IRC staff and by broad-based community support for the projects.

Large-scale repatriation has not occurred to the extent that was anticipated two years ago.

Accordingly, RPA's strategies related to cross-border program implementation have shifted from short-term, relief-oriented strategies to more sustainable approaches that stress community involvement and facilitate the gradual return of refugees.

In implementing projects, RPA requires that communities make contributions to all projects. A community's contribution may be in the form of donated labor, monetary reimbursement for the subsidized sale of a commodity, or payment in-kind from the grain banks which are being constructed through the program. RPA hopes to deposit the capital generated from community inputs into community bank funds which will support future rehabilitation programs. RPA's strategy is designed to inspire Afghan repatriation by supporting dedicated Afghan community groups who rebuild physical infrastructures, increase food productivity, strengthen local economies, and promote an atmosphere of confidence and self-reliance.

RPA has the unique opportunity to help Afghans ameliorate the conditions of rural poverty that prevailed before the war. The challenges facing Afghanistan which impede development are daunting. Research has indicated that refugees repatriating to Afghanistan return to regions with limited access to health services. Afghanistan has the second highest rate of infant mortality in the world (296 deaths per 1,000 births respectively).¹² The life expectancy of an Afghan, at 42 years of age, is the lowest in the world.¹³

RPA believes that sustainable progress in rehabilitating rural areas of Afghanistan can only be achieved when investments are made in various socio-economic sectors. Accordingly, RPA has designed and implemented a multi-sectoral community-based program which supports projects in engineering, agricultural development, public health, and education. RPA found its activities constrained during the first part of 1991 due to security risks associated with the Gulf War. Later in the year, a ban by USAID on cross-border activities for projects that it funds also impeded implementation of project activities. Nevertheless, progress was made in achieving objectives that were designed to be met in 1991. The following section of this report summarizes the activities that occurred in each of RPA's sectors in 1991.

AGRICULTURE PROGRAM

Introduction

The RPA Agriculture Program has been designed and implemented to help rural communities

develop sustainable and renewable food resources. RPA's emphasis centers on the development of model demonstration farms. Using this approach, new varieties of seed and trees can be observed growing in a practical demonstration farm environment. Afghan farmers with defined needs for agricultural diversification and integration can learn about new agricultural systems at these central district farms and can obtain seed and other inputs at subsidized and affordable rates.

The model farms demonstrate techniques which reduce dependence on mono-cropping systems. Where practicable, the model farms demonstrate poultry, home-vegetable gardens, food storage and preservation, fruit-tree nursery management, reforestation and woodlot programs, farm power training, seed multiplication, composting, animal fodder, and livestock vaccination activities.

RPA believes that training and provision of non-formal education is one of the most effective ways of increasing agricultural productivity and contributing to the sustainability of increased yields. Accordingly, RPA's Agricultural Program seeks to develop the skills of Afghan farmers and agricultural technicians. RPA agricultural technicians receive intensive sector-specific technical training from agencies that specialize in developing cross-border agricultural training programs. These technicians refine and apply their technical knowledge at RPA's training farm in Darsamand. They also receive assistance in developing training programs that can be implemented in their home districts in Afghanistan.

Upon their return to Afghanistan, RPA agricultural technicians organize farmer groups, made up of

farmers who express interest in improving their agricultural productivity. Farmer groups will be trained by the agricultural technicians in a sector specialization such as poultry, plant protection, nursery management, or vegetable management.

After being trained by the agricultural technicians, farmers can purchase necessary project inputs at subsidized rates so that they may apply the techniques they have learned on their home-farm. Subsequently, a multiplier effect is set into motion, where other villagers will be able to observe the higher yields afforded to those who utilize progressive farming techniques.

Events

Wheat and Maize Seed Multiplication Projects: RPA managed a number of seed multiplication projects in 1991. The results of the 1991 winter wheat multiplication project, in which seed was delivered to 280 farmers, were promising. The average combined production of improved FAO certified wheat was 1,072 kilograms per jerib (one jerib = 2,000 square meters), an 83 percent increase over the average local yield of 589 kilograms per jerib. The 1992 winter wheat multiplication program has focused on training 280 farmers in seven target districts in winter wheat seed multiplication methods. For a summary of target districts for all projects, please refer to Table A on pages 50 and 51. RPA agricultural technicians will closely monitor all phases of the seed production from cultivation practices through harvesting and storage of multiplied seed to ensure optimal production. The grain generated will be used to help support the cost of district rehabilitation programs through in-kind payments.



IRC's Rehabilitation Program for Afghanistan provided farmers in Ahmad Khel district of Paktia province with improved seeds to enable them to improve their output in 1991.

RPA also managed a 1991 maize multiplication project. RPA allocated 18 metric tons of certified maize seed and 28 metric tons of fertilizer to seven target districts. The maize result yields showed that the collective yield of certified maize seed was 1,496 kilograms per jerib compared to the local yield of 1,163 kilograms per jerib. The majority of Afghan maize farmers prefer the FAO certified maize varieties to local varieties for the following reasons:

- The FAO certified maize result in improved germination ratios;
- Certified maize show better resistance to indigenous maize diseases;
- Certified maize provides increased plant biomass, which is an important source of livestock fodder; and
- The certified maize is considered more palatable than local varieties.

The maize planted and harvested as a component of the maize multiplication farms in 1991 has been collected by RPA agricultural technicians.

Approximately 28 metric tons of maize (four metric tons per district) that was purchased by RPA in 1991 was stored in the seven district grain stores.

Fruit-trees and Nurseries: In 1991, fruit-tree nurseries consisting of 8,000 square meters were established in nine target districts. The existing nurseries in Danda Pattan, Musa Khel, and Jani Khel have been expanded to include an additional 4,000 square meters.

The Danda Pattan, Jani Khel, and Musa Khel model/nursery farms, established in 1990, propagated apple, pear, apricot, peach, almond, walnut, and plum tree saplings throughout 1991 for distribution to new nurseries. Fruit-tree saplings and cuttings are currently available to farmers at subsidized rates (seven Pakistani rupees per tree) at the Danda Pattan, Jani Khel, and Musa Khel nurseries.

RPA agricultural technicians successfully propagated 27,599 root stocks from the original allocation of 7,000 that were provided by the FAO in 1990. These root stocks will be budded with high quality bud wood, which should result in high yielding trees that bear superior quality fruits.

In 1991, RPA technicians also successfully completed the budding of approximately 1,386 apple, 1,000 plum, and 800 peach trees. The budding of graft wood at RPA model/nursery farms was closely monitored to the satisfaction of an FAO agricultural technician. The propagated fruit-tree saplings are being used to stock the nine new RPA district nurseries. Additionally, saplings are sold to local Afghans at subsidized rates

(seven Pakistani rupees per sapling). Proceeds from the sale of these saplings will be used to support future district rehabilitation programs.

In November, 1991, FAO supplied RPA with 27,000 apple, apricot, peach, plum, and almond tree saplings for subsidized sale in 13 RPA target districts. The un-budded saplings are currently being held in a dormant stage, over the winter months, at two of the RPA nurseries. In spring, they will be safely moved to planting sites. Revenue generated from this subsidized fruit-tree sale will be used to support additional district rehabilitation programs.

The Model Farm Project: In 1991, RPA received funding to expand and develop its Model Farm Project. The long term goal of IRC's agricultural sector is to establish model farms which demonstrate integrated and diversified agricultural practices at highly visible locations in Afghanistan. The ban imposed by USAID on expenditures in Afghanistan delayed RPA's cross-border activities funded through USAID. The USAID ban was lifted in December, 1991; however, winter conditions have further delayed implementation of seasonal agricultural activities in Afghanistan. Nevertheless, activities of the IRC/USAID model farm project did occur. RPA agricultural technicians were enrolled in the following training programs in 1991:

- Agriculture Trainer Training,
- Cereal Seed Production Training,
- Fruit-tree Technical Training,
- Tractor Maintenance/Operating Training, and
- Plant Protection Training.

The RPA model farm at the Darsamand Training facility was also established.

The Farm Animal Vaccination Program: Under a proposal approved in July, a program manager and an advisor were hired to assemble veterinarian staff and develop a farm animal vaccination program for Afghanistan. During the final part of the year, farm animal vaccination facilities were established in four districts. A month-long basic veterinary worker training course began on 10 December. Twenty-five candidates from five districts were selected to participate in the training course, comprising a storekeeper and four basic veterinary workers from each of these districts. In 1991, 40,831 animals, including cattle, sheep, goats, horses, donkeys, and camels, were vaccinated, primarily against anthrax. A further 30,060 animals were treated for a variety of ailments, particularly endoparasites.

Reforestation: With the approval of funds for model farm expansion for 1991, RPA established

**Table A: Rehabilitation Program for Afghanistan:
A Summary of 1991 Activities in the
Agriculture, Agriculture Infrastructure,
and Public Health/Medical Sectors**

PROJECT	PARTIA											
	ABDAD KHEL	ALI KHEL	ALISHER	BAK	CHAMKANI	DANDA PATAN	JAMI KHEL	KHOSHT	KUNDI	LAJA MARGAL	MUSA KHEL	NADERSHAH KOOT
A. AGRICULTURE												
WHEAT MULTIPLICATION FARMERS	40	40				40	40			40	40	
MAIZE MULTIPLICATION FARMERS	10	10				10	10			10	10	
MODEL/NURSERY FARMS	1	1				1	1			1	1	
EXPERIMENTAL SEED TRIAL PLOTS	1	1				1	1		1	1	1	
SUBSIDIZED WHEAT SALES METRIC TONS	5,885	6,115				5,595	6,095		2,070	6,135	5,815	
FRUIT TREES DISTRIBUTED	2,587	3,890				3,383	3,483			2,189	4,279	
REFORESTATION PLOTS	1	1								1		
FARM ANIMAL CLINICS	1		1			1	1				1	
BASIC VETERINARY WORKERS	5				2	4	5			3	4	
FARM ANIMALS VACCINATED/TREATED	2,234					45,253	9,155				14,249	
B. AGRICULTURE INFRASTRUCTURE												
KANES REPAIR	12	13					2			3		
CANAL REPAIR		2					1				1	
CULVERTS							22				22	
STORAGE BUILDINGS	1	1				1	1			1	2	
C. PUBLIC HEALTH/ MEDICAL												
EPI - VACCINATIONS	6,777	708		1,631	5,270	2,080	4,227			2,913	4,425	3,035
WATER SUPPLY SYSTEMS	2	2								2	2	
LATRINE CONSTRUCTION	2	3								1	2	
SANITATION EDUCATION SESSIONS	680	744				269	630			259	537	
MICROSCOPY TRAININGS												
DENTAL TRAININGS												
DENTAL PATIENTS												

forestry (woodlot) programs at the new district model/nursery farms in eight districts.

Donor Monitoring: In June, FAO sent several agricultural technicians to monitor the vegetable programs, cereal production and fruit-tree propagation activities on two of the model/nursery farms. The FAO monitors were very satisfied with the methods used by RPA agricultural technicians and the results that have been achieved.

Additionally, UNDP and FAO sent monitor teams into RPA project sites to assess the extent of deforestation and RPA's forestry projects at four of the model/nursery farms. The mission concluded that RPA's forestry efforts and overall agricultural program should be supported and encouraged to expand.

The Future

In 1992, RPA plans to consolidate the various agriculture activities that occur by incorporating them into the Model Farm Project. This will be

done by upgrading the seven existing model farms. In upgrading the farms, RPA hopes not only to double the acreage of each farm but also to incorporate poultry, bee, seed experimentation and multiplication, reforestation, and fruit-tree components. Training will be a pivotal element in ensuring that the model farms are successful in reaching the local population.

The newly established Farm Animal Vaccination Program plans to vaccinate 250,000 farm animals against various endemic diseases. Seventy basic veterinary workers (ten per district) will be trained in general veterinary skills and will set up local veterinarian services by March, 1992.

AGRICULTURE INFRASTRUCTURE

Introduction

The irrigation systems of Afghanistan have deteriorated greatly since 1978. Traditionally, they were cleaned regularly by the people benefitting from the supply of water, but years of war have damaged many of the systems and left others in

Table A (continued): Rehabilitation Program for Afghanistan: Summary of 1991 Activities in Three Sectors

PAKTIKA							LOGAR			WINGARHAR	PAKISTAN		
SAID KARAM	SHARHAI	SFERAH	TANI	YAKOBI	ZORMAT	BARMAL	UNGOUN	AKRA	CHAREH	KHARNAR	KHUSHI	KHOGIAMI	DARSAMUND
							40						
							10						
	1			1			1			1	1		1
	1					1	1			1	1		
	2,070					6,345	6,345				5,530		
							8,600						
	1			1			1			1	1		
				1									
							30			8	3		
	2												
1,702		4,430	4,974		714			446	2,164	7,824	868		
												1	
													19
													16
													1,709

disuse. In many cases, *karez*s, which are traditional underground irrigation channels, and canals do not have any water flowing through them at all. These critical sources of water must be repaired before the food producing capabilities of Afghanistan can be restored.

In 1991, the contractual agreement between RPA and the traditional community councils with whom it works was modified. In repairing the canals and *karez*s, the district councils now agree to provide 40 percent of the manual labor required to complete the necessary work, at no cost. Transportation of all supplies is provided for by the community in the event that RPA cannot move its trucks into Afghanistan. All locally available materials, like sand, gravel, and stones necessary for *karez* repair are supplied by the community, free of charge. RPA provides all technical support required to repair the canal or *karez*, including *karez* experts, surveyors, site supervisors, and foremen. IRC also provides equipment necessary to repair the *karez* or canal, including shovels, picks, cement, wheel barrels, buckets, and

pulleys. If local district trucking is necessary, RPA will pay for gas and a driver stipend.

Events

Irrigation systems: The RPA engineering division completed technical surveys and cost estimates for all planned projects in five districts of Paktia in October, 1991. They also conducted surveys in two districts in Logar province and two districts in Paktika province. For a list of projects that were implemented in 1991, please refer to Appendix XIII, Table 1.

Storage Buildings: Construction of six buildings from a 1990 project was completed in 1991. A political dispute in Danda Pattan regarding completion of a seventh storage building was only resolved in December. Under an agreement made in late December, the *shura* will complete the structure by March, 1992.

Culvert Construction: Forty-four culverts on the road between Maidan Khula and Ladur Khula were completed at the end of the year, and the

17.6 kilometer road is now open and used for travel.

The Future

In 1992, RPA anticipates repairing 123 *karezes* and 65 canals in 17 districts of Paktia, Paktika, and Logar.

RPA PUBLIC HEALTH PROJECTS

Introduction

The RPA Public Health Projects are designed to upgrade the rural health conditions of Afghanistan. The high child mortality rate of 296 deaths per 1,000 children-under-five is attributed to the prevalence of infectious and communicable diseases in Afghanistan. In areas of rural Afghanistan, measles epidemics can result in 50 percent child mortality. Other diseases contributing to the high Afghan child morbidity and mortality rate include diarrhoeal disease, neonatal tetanus, polio, pertussis, tuberculosis, and diphtheria. Such diseases are preventable through public health education and immunization. Only 29 percent of the population have access to health services in rural areas of Afghanistan.¹⁴ Only 21 percent of the population have access to safe drinking water.¹⁵

RPA's Public Health Projects focused on four main areas of activity in 1991:

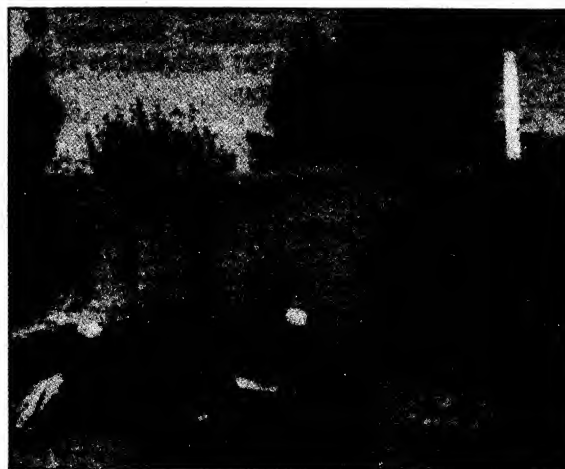
- Expanded Program for Immunization,
- The Public Health Education Program,
- Water-Supply Construction, and
- Latrine Construction.

Events

Expanded Program for Immunization: RPA began its Expanded Program for Immunization (EPI) in 1990. RPA vaccinators focus on immunizing children under-five and women between the ages of 15 and 45. The children are immunized against the six target diseases (tuberculosis, pertussis, polio, tetanus, measles, and diphtheria); the women receive vaccines to protect them against tetanus.

In 1991, five teams worked in 15 districts in Paktia and two districts of Logar provinces to vaccinate against the six preventable diseases for children and tetanus toxoid for women. A cold-chain system operated in Darsamand so that vaccination teams could deliver and administer vaccinations in rural locations.

In 1991, 24,407 children and 33,398 women were vaccinated. RPA's loss rate of 36 percent was well under the 50 percent rate considered acceptable by UNICEF. This was achieved by



A vaccinator from IRC's Expanded Program for Immunization prepares to immunize a young girl in Kotki 1 camp near Hangu.

closely monitoring and managing the cold-chain system, delivering vaccinations according to schedule, and educating local populations on the importance of being vaccinated. When administering vaccinations, EPI team members met with village elders and *shuras* to discuss pertinent health issues. In addition to discussing the importance of vaccinations, the team members discussed transmission and prevention of communicable diseases through safe water supply and sanitation and other preventative health care practices.

In November, RPA's EPI supervisor and six vaccinators conducted a survey of EPI coverage in the districts of Danda Pattan and Chamkanl. The survey assessed the immunization status of women and children and identified reasons why EPI services are not fully utilized. The three main causes of non-participation or dropping out before full-immunization cited by respondents were logistical obstacles (68 percent of respondents), lack of interest or confidence in immunization (25 percent of respondents), and general lack of information on availability or the importance of immunization (seven percent of respondents). To address these problems, vaccination schedules will be modified to take seasonal activities and conditions like harvesting, shepherding, flooding, and snow into consideration. In an attempt to increase community participation, advance notice of visits will be made. Materials like posters and flipcharts will be distributed. RPA is working with UNICEF and other NGOs to improve educational materials associated with the EPI program.

In 1992, six teams will continue to travel to between 18 and 25 districts in Paktia and Logar (dependent upon consultations with UNICEF). It is expected that 10,000 children under-two years will be immunized against the six target diseases in Paktia and Logar provinces. Pregnant women will receive tetanus vaccinations. The six EPI

teams will also participate in a UNICEF oral polio vaccination pilot program.

The Public Health Education Program: In this program sector, RPA trains qualified medical workers to work in Afghanistan. Six RPA sanitarians also conduct health education activities and have been trained to educate communities on issues relating to water-borne and vector-borne disease transmission and prevention. As latrine or water supply construction occurs in each district, health education messages are delivered to the community by sanitarians. Topics addressed include water-borne diseases, the relationship between clean water and health, diarrhoeal disease and treatment, personal and household hygiene, and the maintenance of clean water supply systems.

RPA had planned to train four vaccinators, eight cold-chain technicians, and vaccination team leaders in 1991. Unfortunately, funding could not be procured to achieve this objective. However, in two separate training programs held in 1991, 19 trainees were trained to be microscopists. All 19 trainees passed the WHO Field Microscopist Certification exams before returning to their respective sponsoring agencies for placement in Afghanistan. As of the end of December, 16 of the microscopists had established laboratories and were operating clinics in Afghanistan. Two of the microscopists will be placed early in 1992.

RPA's dental health training unit at Darsamand trained and graduated 16 Freedom Medicine paramedics in tooth extraction and dental hygiene. To date, a total of 57 paramedics have been trained under this program and have returned to work at their respective clinics in Afghanistan. RPA sanitarians organized the following education sessions in centralized, public centers:

- 1,301 sessions were held in mosques;
- 1,588 sessions were held in community centers;
- 91 sessions were held in health centers;
- 130 lectures were given in schools or *madrasas*.

In conjunction with health education, the sanitarians oversaw the disposal of solid wastes and standing water and conducted inspection visits to local food establishments, including:

- 118 food shops,
- 27 butcher shops,
- 38 bakeries, and
- 183 tea houses.

Solid waste and standing water disposal activities are summarized below:

- 563 heaps of solid waste were buried;
- 670 heaps of solid waste were burned;
- 88 soakage pits were dug for waste water removal;
- 486 houses' waste water was scattered and dried;
- 492 ponds with stagnant water were drained by digging ditches; and
- 347 ponds with standing water were filled.

RPA would like to increase the number of sanitarians who present health education messages in the program in 1992. After being trained, the sanitarians will return to target districts and design appropriate community-health awareness workshops, and help organize and motivate the community to participate in water supply and latrine unit construction.

Water-Supply Construction: In the Water-Supply Construction Project, RPA provides technical and material assistance in constructing water supply systems. RPA and district *shuras* identify springs that can serve as water supply systems for residents in a particular area. The *shuras* pick the two springs that they feel will most benefit the residents in their district. RPA, with community assistance, contains and diverts (if necessary) the chosen springs so that they serve as centralized water-supply reservoirs.

Due to delays resulting from the Gulf War, protracted *shura* negotiations over RPA's change in strategy, and intensified fighting in several districts, water-supply construction contracts were not finalized with the *shuras* from five target districts until August, 1991. Detailed surveys were conducted for two springs each in Ali Khel, Laja Mangal, Ahmad Khel and Jani Khel; for three springs in Musa Khel; and one in Khogiani, Nangarhar province.

Based on survey results, the work was undertaken during the second half of 1991. For locations, and description of work, please see Appendix XIII, Table 2.

In 1992, RPA plans to construct 46 water supply systems in 15 districts of Logar, Paktia, and Paktia.

Latrine construction: RPA constructs latrines in centralized areas like schools, health-posts, and bazaars in rural community areas to manage human waste disposal and improve the sanitary conditions of the rural areas. Latrines are constructed by local contractors who receive

technical and material support from RPA. To ensure that latrines are utilized and maintained, RPA delivers health messages to residents in communities where latrines are constructed. Topics of the messages include latrine construction and maintenance, the relationship between a sanitary environment and health, garbage and other waste disposal, and personal and household hygiene.

Due to delays resulting from the Gulf War, prolonged council negotiations, and intensified fighting in several districts, activity did not begin until October. Between October and December, RPA completed negotiations and signed contracts with five of the district councils.

To encourage local participation in the project, demonstration latrines were constructed; two each at Laja Mangal, Ahmad Khel, and Musa Khel, and three in Ali Khel.

In 1992, RPA plans to construct 2,000 latrines in 15 districts of Paktia, Paktika, and Logar. With revised contractual agreements arranged with the communities, construction should begin in the beginning of the year.

SHURA MANAGEMENT TRAINING

Introduction

Established in 1990, the Shura Management Training Unit Program (SMTU) was developed to help institute sustainable district-level administrative systems. Emphasis focused on training administrators from *shuras* in office management design and proposal preparation. Since its inception, over 30 *shura* representatives have attended courses offered through the program.

Events

In May, SMTU received and reviewed four curricula used at IRC's Public Administration (PA) program: *Managing Yourself and Your Team*, *Report Writing*, *Decision Making*, and *Problem Solving*. SMTU staff determined that revisions were required to make the curricula appropriate for cross-border projects. The revision was carried out jointly by staff members of SMTU, IRC's Public Administration Program, and IRC's Rural Assistance Program (RAP) Training Unit staff.

Six new *shura* students from Ali Khel participated in the first quarter *Administrative Systems* workshop conducted by SMTU staff. Additional training syllabi in team development, donor contact and correspondence, survey design, and other topics were developed during the second

quarter of 1991. These syllabi are now being used and modified by RAP's Training Unit.

Between June and August, six RAP project monitors completed a SMTU training course designed to enhance the monitors' field information gathering and reporting skills. The training included three weeks of instruction, one week of individual discussions with each trainee, and a two-week field trip to Afghanistan followed by a final week of training by SMTU staff.

During the third quarter, the SMTU program was incorporated into the RAP Training Unit. Financial constraints and a need to consolidate cross-border administrative training for Afghans necessitated the merger. The RAP Training Unit will use the former SMTU office space and class rooms to conduct administrative management training for Afghan NGOs and RPA shura administrators.

The Future

In 1992, some of the training that was provided through SMTU should be taken over by the RAP Training Unit.

COMMUNITY EDUCATION PROJECT IN AFGHANISTAN

Introduction

The educational status of Afghans ranks amongst the lowest in the world. Access to formal and non-formal educational opportunities has traditionally been limited and is further exacerbated by twelve years of war. A UNICEF analysis of Afghan women and children in Afghanistan states:

War has destroyed perhaps two thirds of the physical infrastructure built by previous governments, decimated the ranks of teachers and collapsed the meager educational support system. For most...the quality of education has declined. The internally displaced populations in war affected areas inside Afghanistan have significantly less opportunity to attend school.¹⁶

Accordingly, in 1991, IRC began providing material and training assistance to teachers and classes in Afghanistan.

Academics and Events

During the year, staff from the Hangu Community Education Program delivered instructional materials to 35 schools enrolling 3,500 students. Materials that were provided included 2,610

During 1991, IRC's Community Education Project in Afghanistan provided material assistance and teacher training to 35 schools in four provinces of Afghanistan, reaching 3,500 students. (photo courtesy of the Community Education Project in Afghanistan)



textbooks for subjects taught in grades one through six, 5,860 ball point pens, 100 blackboards, and 5,400 notebooks.

In December, a teacher training course began in the compound of the Hangu Education Program for 45 teachers coming from Danda Pattan and Chamkani districts of Paktia province. The course ended in January, 1992. Four teachers left during the first week, due to sickness. Initially, the teachers had difficulties understanding the material that was presented and adjusting to the student-centered methods used by the staff of the Hangu Community Education Program. After a week, most of the participants had adjusted and enjoyed the classes. The participants studied objective and lesson plan writing, classroom management techniques, testing and assessment, designing and using teaching aid materials, and child psychology. They also conducted four hours of practice teaching in the Naryab School. The teacher trainers who monitored the practice teaching sessions agreed that the quality of instruction of the participants was much higher than expected.

The Future

In 1992, RPA and the Hangu Community Education Program will train 120 teachers from Paktia, Paktika, Logar, and Nangarhar provinces in 24-day in-service pedagogical training seminars during the winter and summer vacations. Teacher trainers of the Hangu Community Education Program will follow-up and monitor teachers who participate in the seminars to ensure that they are using the skills that they have acquired through

training. The program will also improve the teaching and English skills of English teachers from Paktia, Paktika, Logar, and Nangarhar by training 20 teachers from those provinces in a 26-day in-service training seminar in the spring. In 1992, schools will be supplied with materials, including books, instructional materials, and teaching aids. Approximately 11,000 students in Paktia, Paktika, Logar, and Nangarhar will receive material assistance in 1992.

B. THE RURAL ASSISTANCE PROGRAM

In June, 1988, IRC and USAID signed a Cooperative Agreement to establish the Rural Assistance Program (RAP), which allocated funds for rehabilitation work in Afghanistan. In 1991, USAID increased the total amount obligated for the program from \$14.8 to \$18 million and extended the project through December, 1992.

The objective of the Rural Assistance Program is to address outstanding relief and rehabilitation needs in rural areas of Afghanistan by identifying responsible implementing partners and providing them with the monetary and technical support necessary to implement projects. The program was originally intended to provide relief assistance which would enable Afghans to remain in Afghanistan rather than to become refugees in Pakistan or Iran. In anticipation of refugee repatriation, however, the program is increasingly being viewed as a means to restore the agricultural sector in Afghanistan to sustain existing populations and returning refugees, as well as to provide an incentive for those remaining in Pakistan to return.

In 1991, RAP's activities were adversely affected by the evacuation of IRC expatriate staff during the Gulf War and, later in the year, by a sharp increase in security incidents in Afghanistan which led to a USAID-ordered embargo on materials and staff crossing into Afghanistan. Many agencies experienced the theft of materials and funds, hijacking of vehicles, kidnapping of staff, and, in one instance, the death of a staff member. This deterioration in security led USAID, in mid-July, to impose a ban on the entry into Afghanistan of any expatriate staff, project funds, supplies, and commodities paid for by USAID. As a result of this ban, most RAP-funded projects came to a virtual stand-still and no new project proposals were funded. On December 26, the ban was lifted for all areas of Afghanistan except Ghazni province, where two Americans had been kidnapped and held hostage.

RAP's funding of cross-border projects in 1991 was lower than anticipated as a result of the Gulf War and the USAID ban on cross-border activities. Nevertheless, RAP did review and approve 15 proposals totaling over two million dollars projects in nine provinces of Afghanistan. Due to the USAID ban, one of the projects had to be cancelled, 12 were delayed, and most did not fully achieve their objectives.

One of RAP's major accomplishments during 1991 was the establishment of the PVO Training Unit. The Training Unit will enable RAP to complement its financial assistance by providing institutional development assistance to the increasing number of Afghan PVOs with which RAP is dealing. The goal of the Training Unit is to provide the staff of Afghan PVOs with the administrative and technical skills required to implement rehabilitation projects inside Afghanistan. Since its creation in April, the Training Unit has hired and trained staff, initiated the development of course curricula, and conducted the first courses.

Descriptions of activities which occurred in parts of RAP in 1991 are summarized below.

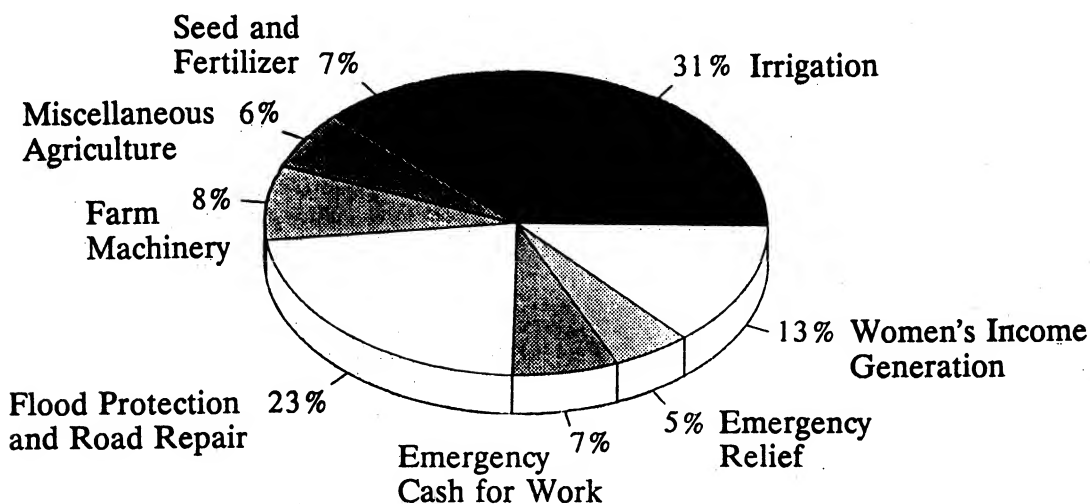
SUPPORT FOR PVOs

Introduction

Since RAP's inception in June, 1988, a total of 59 grants, totalling \$11,710,505, have been approved. Of this total, 34 projects have been completed and fully liquidated, 11 are completed and being liquidated, ten are in progress, and one was cancelled. Due to the USAID ban, the implementation of three is yet to begin. These

CHART C:

1991 RAP FUNDING BY SECTOR



Note: Miscellaneous Agriculture includes fruit trees and bees.

projects are implemented by 12 PVOs (five Afghan, four American, and three European) in 19 different provinces of Afghanistan. See Map 2 on page 58 for the geographic location of these projects.

Events

During the first quarter of 1991, RAP reviewed six proposals which were submitted at the end of 1990, including two from an Afghan PVO. USAID approved all proposals for funding. Throughout the year, RAP received 35 new proposals from 23 PVOs. Of these, 26 proposals were from 18 Afghan NGOs. Of the 35 proposals submitted, nine were approved for funding by USAID. Four of these were from Afghan PVOs. For a synopsis of activities of PVOs which received RAP support during 1991, refer to Appendix XIV. For a list of projects recommended for funding and approved by USAID in 1991, refer to Appendix XV.

PROPOSAL EVALUATION

Introduction

The RAP Coordinator and the staff of RAP's Proposal Review Department spend much of their time meeting with PVOs to discuss their eligibility for receiving RAP funds, their proposal ideas, and their proposals. Once a proposal is received, the RAP office evaluates it and, if necessary, provides recommendations to the PVO on how it can be strengthened. If the proposal is acceptable to RAP it is forwarded to USAID for funding consideration.

Events

During the last two years RAP has made a concerted effort to improve the quality of project proposals. The preparation of the *RAP Manual* in 1990, which was translated into Farsi in 1991, was the first step taken to improve PVO proposals. In March, RAP hired an Afghan engineer to help review proposals and to provide technical assistance to PVOs developing proposals for RAP. In September, RAP conducted a proposal writing workshop for PVOs which was designed to familiarize PVOs with RAP's proposal requirements.

In September, RAP finalized and distributed its *Project Design and Data Collection Guidelines Manual*, which is to be used by PVOs along with the *RAP Manual*. Both manuals were developed in order to improve the quality of data and technical information provided in PVO proposals and reports.

In 1991, 34 PVOs approached the RAP office for project funding. A total of 41 project proposals were reviewed, of which 15 were approved and 18 were rejected. Eight are still being reviewed. RAP grants totaled \$2,000,177 in 1991.

An increasing number of Afghan PVOs sought RAP funding during 1991. Of the 34 PVOs that approached RAP for funding, 25 were Afghan NGOs. Of the 41 project proposals that were reviewed, 28 were submitted by Afghan PVOs. Six of these proposals, totalling \$635,032, were submitted to USAID and each was approved for funding.

For more details on RAP's proposal review activities during 1991, see Appendix XV.

PROJECT ADMINISTRATION AND REPORTING

Introduction

Administering projects requires that RAP disburse project funds and collect and compile PVO quarterly narrative and financial reports. To help PVOs meet reporting requirements, the *RAP Manual* provides detailed instructions on how to prepare the required reports. Additional advice and assistance is provided by RAP's project officer and internal auditor. The internal auditor also ensures that project funds are being spent in a responsible manner by checking PVO financial records on a regular basis.

Events

A full-time expatriate project officer was hired to review PVO quarterly narrative reports, to compare the report information with the original proposal information, and to advise PVOs on how to improve the quality of their reports. The project officer also began to set up a computerized data base of PVO proposal information, report information, and RAP monitoring information. This program should be operational by the spring of 1992.

RAP also strengthened its Accounting Department by hiring a more qualified assistant internal auditor, as well as a bookkeeper. This increased support enabled RAP's internal auditor to conduct nine audits of RAP-funded projects and eight audits of IRC's Medical Co-Financing Program grants. RAP's policy is to conduct internal audits at the conclusion of every RAP grant.

During 1991, RAP's internal auditor conducted accounting workshops in Peshawar and Quetta which were designed to instruct PVOs in RAP's

PROJECT MONITORING

RAP has a policy to try to monitor every project it funds at least once during its implementation or shortly after its completion. Monitoring projects is essential to ensure proper accountability and to verify that program objectives are being achieved. Monitoring information also gives RAP the opportunity to advise NGOs on how their projects could be improved. As most NGOs rely on their field staff alone for project information, RAP's independent monitoring capability can serve as an important management tool for PVO directors and managers. Monitoring reports also help RAP set priorities regarding geographic areas of greatest need and activities likely to be the most successful and beneficial. RAP has also sent its monitors to project sites at the proposal stage to verify the need for assistance and to determine the feasibility of the proposed project. RAP's

Events

PVO TRAINING UNIT

In addition to this financial assistance, RAP feels that technical and training assistance is necessary for nascent PVOs to develop and sustain and administrative and managerial foundation. Accordingly, in 1991 the Training Unit was established.

The Training Unit's objectives are as follows:

- to develop courses and training materials to help address identified needs;
- to act as a training resource center;
- to follow-up on training and monitor the post-training performance of trainees; and,
- to provide in-house training for RAP staff which will enable RAP to better achieve its objectives.

Events

Most of the summer and fall were spent hiring and training staff and preparing course curricula. By the end of December, 1991, the Training Unit was staffed by one expatriate and ten Afghans: one senior training advisor, three training advisors, four trainers, an administration assistant/translator and a part-time artist who prepares teaching materials. A short-term consultant was retained to assist in curriculum development.

Between June and August, six RAP project monitors completed a training course designed to enhance the monitors' field information gathering and reporting skills. The training included three weeks of instruction, one week of individual discussions with each trainee to check the preparation of the monitors' pre-mission documents, and a two-week field trip to Afghanistan followed by a final week of training. A course evaluation indicated that 80 percent of the information imparted was comprehended.

In September and October, four workshops were conducted by the Training Unit for PVO staff in proposal writing, accounting (offered in Peshawar

and Quetta), and communication techniques. In December, the first two of the Training Unit's PVO courses were offered. The first was a two-week Administration and Management course, and the second a two-week Community Participation course. Curricula were also prepared for Field Accounting, Record Keeping, Report Writing, and Extension Courses, which will be offered in January and February, 1992.

The Future

During the coming year, RAP will continue its efforts to strengthen cross border assistance programs by helping RAP-funded PVOs improve the quality of their project proposals, reports, and monitoring. Most of these efforts will be focused on Afghan PVOs, as RAP increasingly looks to them to achieve its objectives in Afghanistan.

In order for the potential of Afghan PVOs to be fully realized, it is necessary to strengthen their administrative and technical capabilities. RAP's Training Unit will provide courses to upgrade the skills of PVO staff to fulfill this aim. During 1992, RAP plans to offer some of its training courses inside Afghanistan in order to meet the training needs of PVO field staff more effectively.

In 1992, RAP's priorities will be to encourage more sustainable project designs, to increase assistance to under-served areas, and to more accurately assess the impact that projects are having in target areas. All of these priorities will have to be addressed within the context of the difficult working conditions in Afghanistan, which are exacerbated by the volatile political and security situation. One of the advantages of providing assistance through small scale, short-term PVO projects is the flexibility it provides RAP to adapt and respond to changing conditions in Afghanistan. As the existing RAP program continues to develop, it is essential that it does not lose the flexibility necessary to operate in a changing environment.

C. MEDICAL PVO CO-FINANCING PROGRAM

Introduction

IRC's Medical PVO Co-Financing Program is a USAID-funded program to facilitate health services for Afghans on both sides of the border. Under a Cooperative Agreement signed in July, 1989, USAID awarded IRC an initial grant of \$1,135,000 to receive and manage grant funds to USAID's European implementing agencies. Additional funding has been added to the grant through several amendments. The grant amount currently stands at \$3,718,000. Since the Cooperative Agreement was signed in 1989, the Medical Co-Financing Program has been administrated through IRC's Rural Assistance Program office.



Participants in a data collection and monitoring workshop sponsored by the RAP Training Unit measure a water source as the RAP trainers supervise.



Djalaluddin, a teacher from Ghazni province, stepped on a land mine in 1990. Handicap International, one of IRC's Medical Co-Financing Project's subgrantees, supports the rehabilitation unit in Afghanistan that provided Djalaluddin his artificial leg.

Although it is much smaller in scope and resources, the Medical Co-Financing Program is similar to the RAP program in that it is designed to provide support through various partner agencies to implement health-related activities for Afghans. And like other IRC programs, the Medical Co-Financing Program is shifting strategies to reflect the changing health needs of Afghans and Afghanistan. Originally designed to address the needs of the war-wounded, the program is becoming increasingly involved in primary health care, particularly for women and children.

The Medical Co-Financing Program is designed to award four types of grants: training grants in support of Afghan health workers; grants for the development and maintenance of health facilities, emergency medical assistance grants; and technical studies grants to improve preventative health practices in Afghanistan. Grants awarded support projects for refugees as well as in Afghanistan.

Events

In September 1991, USAID and IRC developed a list of new tasks for IRC to accomplish in its management of the Medical PVO Co-Financing Program. These tasks included conducting evaluations of subgrantees, developing reporting and proposal guidelines loosely based on RAP formats, and identifying new project activities and subgrantees. In the last three months of 1991, IRC developed draft proposal guidelines, prepared reporting guidelines, and conducted an evaluation of the Psychiatry Centre for Afghans.

With the development of a better-defined program structure, IRC is now able to develop a more coherent strategy for the Medical PVO Co-Financing Program. USAID has stressed the importance of funding Afghan PVOs, using the IRC program to address the health needs of women and children, working to strengthen the organizations already funded, and ceasing the funding of training activities (for males) not consistent with USAID's standards for refresher training of mid-level health workers.

The Medical PVO Co-Financing Program's normal grant cycle runs from July through June. During 1991, IRC renewed six grant agreements and signed one new one, obligating a total of \$462,000. Forty-two percent of this amount was targeted at training programs operated at the European Community-sponsored Integrated Training Center (ITC) in Hayatabad, a suburb of Peshawar. Twenty-six percent supported two Afghan-run curative facilities. Twenty-two percent supported general curative health clinics/hospitals inside Afghanistan. During 1991, IRC also continued to support a two-year subgrant made in 1990 to Handicap International (HI). For a summary of grant activity during the calendar year and a synopsis of activities of PVOs which received support during 1991, please refer to Appendix XVII.

The Future

In 1992, the Medical PVO Co-Financing Program will move beyond the consolidation activities of 1991 and actively seek out new funding opportunities. While the program will continue to support refugee needs, it will look more closely at health needs cross-border and assist organizations to pursue sustainable and appropriate health interventions in Afghanistan. The program will also investigate the possibility of linking health education or other health activities to agriculture, sanitation, and income-generation projects in Afghanistan. Special attention will be given to encouraging the development of skills and treatment protocols for female health workers at various levels.

APPENDIX I

Table 1
Hangu Medical Program
Clinical Activity

Number of Patient visits recorded between 1988 and 1991

Year	Total Visits	Male	Female	Children	
				0 to 4 years	5 to 14 years
1988	538,697	na*	na	na	na
1989	507,242	111,723	153,223	123,944	118,352
1990	516,445	110,267	151,970	137,551	116,657
1991	451,467	104,890	143,960	106,142	96,457

Table 2
Hangu Medical Program
Clinical Activity

Major diagnoses made during the year.

Disease	Number	%
Acute respiratory tract infection	140,947	31%
Musculo skeletal	46,855	10%
ENT	29,452	7%
Worms and gastric problems	26,929	6%
Diarrhoeal disease	32,846	7%
Skin diseases	37,094	8%
Ob/Gyn	24,184	5%
Other	113,160	26%
<u>Total</u>	<u>451,467</u>	<u>100%</u>

Table 3
Hangu Medical Program
Malaria Case Finding

Summary of the number of malaria diagnoses that were made each quarter in 1991.

Month	No. of slides	PV+	PF+	%PV	%PF
First	5,276	1,007	257	19%	5%
Second	11,324	3,549	12	31%	<1%
Third	10,540	3,501	117	33%	1%
Fourth	10,070	1,870	700	19%	7%
<u>Total</u>	<u>37,210</u>	<u>9,927</u>	<u>1,086</u>	<u>27%</u>	<u>3%</u>

APPENDIX II

Table 1
Hangu Medical Program
Laboratory Facilities

Detected Parasites in Specimens Examined in 1991

<u>Detected Parasite</u>	<u>Number</u>	<u>% Positive</u>
Entamoeba hystolitica		
cyst	1,270	18%
trophozoite	1,077	15%
tropho with ingested RBC	157	2%
Giardia		
cyst	1,447	20%
trophozoite	931	13%
Ascaris	1,471	21%
<u>Other parasites</u>	<u>823</u>	<u>11%</u>
<u>Total positive</u>	<u>7,176</u>	<u>100%</u>

Table 2
Hangu Medical Program
Referrals

Referrals Made in 1991

<u>Case</u>	<u>Number</u>	<u>Percent</u>
Medical	498	35%
Surgical	207	15%
ENT	184	13%
Ob/Gyn	148	11%
Pediatric	170	12%
Psychiatric	188	13%
<u>Other</u>	<u>20</u>	<u>1%</u>
<u>Total</u>	<u>1,415</u>	<u>100%</u>

APPENDIX II (continued)

Table 3
Hangu Medical Program
Dental Clinic

Patient Visits Recorded in 1991

TABLE 1:		
Visitors	Number	Percentage
Male	4,008	55%
Female	2,464	34%
Children	776	11%
<u>Total</u>	<u>7,248</u>	

Table 4
Hangu Medical Program
Dental Clinic

Diagnoses and Treatments Made During the Year

Cases	Number	Percent
Fillings	638	9%
Dressings	304	4%
Scalings	391	5%
Check-ups	2,000	28%
Extraction	3,754	52%
Other	161	2%
<u>Total</u>	<u>7,248</u>	<u>100%</u>

APPENDIX III

Table 1
Hangu Medical Program
Expanded Program for Immunization

Vaccines administered to children under-one in 1991* :

Vaccine	Number		Coverage	
	in 1990	in 1991	in 1990	in 1991
Polio/DPT	6,632	7,507	90%	101%
Measles	5,726	7,099	77%	96%
Full Immun.	4,632	6,437	63%	87%

*The percentages are based upon **estimated** population statistics and should be interpreted in light of the difficulties inherent in accurately determining the refugee population.

Table 2
Hangu Medical Program
Expanded Program for Immunization

Drop-out Rates Recorded in 1991

	1990	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
Overall	30%	52%	31%	23%	11%
Partial	26%	15%	8%	7%	8%

APPENDIX IV

Table 1
Health Education Resource Center

Organizations that Ordered and Received Materials from HERC During the Year:

1. Afghan National Liberation Front
2. Harakat Inqilab-i-Islami Afghanistan
3. Harakat Islami Afghanistan
4. Hezb-i-Islami Afghanistan - Hekmatyar
5. Hezb-i-Islami Afghanistan - Khalis
6. Itehad-i-Islami Afghanistan
7. Jamiat-i-Islami Afghanistan
8. Mahaz Milli Afghanistan
9. Ministry of Public Health (AIG)
10. Sazman-e-Nasir
11. Shorai-i-Inqilab-i-Islami Afghanistan
12. ACBAR Resource Information Center
13. Arts Clinic
14. Asia Foundation
15. Austrian Relief Committee
16. Afghanistan Vaccination and Immunization Center (AVICEN)
17. Danish Committee for Aid to Afghan Refugees (DACAAR)
18. Female Health Technicians School
19. German Society for Technical Cooperation (GTZ)
20. International Red Cross Society
21. Inter-Church Aid
22. International Committee of the Red Cross
23. International Islamic Relief Organization
24. International Medical Corps
25. IRC Main Office
26. IRC Rehabilitation Program for Afghanistan
27. IRC-Thailand
28. IRC Women's Health Educator Training Program
29. Islamia Collegiate School
30. Lajnat-al-Dawa al-Islamia
31. League of Red Cross and Red Crescent Society - Pakistani
32. League of Red Cross - Saudia
33. Management Sciences for Health
34. Mercy Corps International, Quetta
35. Mujahed Medical Institute
36. Pakistan Health Committee Project National Services
37. Pakistan Red Crescent Society
38. Radda Barnen Training Unit
39. Save the Children Fund - U.K.
40. Save the Children Fund - U.S.
41. Swedish Committee for Afghanistan
42. SERVE
43. St. Thomas, Community Health Centers, Church of Pakistan
44. UNESCO, Quetta
45. UNHCR
46. UNICEF/Pakistan
47. UNICEF/Afghanistan Program Office
48. UNOCA
49. USAID
50. U.S. Embassy
51. World Health Organization (WHO)

Table 2

Health Education Resource Center

Organizations that Borrowed Health Education Materials from HERC's Library in 1991

1. Afghan Aid
2. Afghanistan Nothilfe Hospital
3. Afghanistan Vaccination and Immunization Center (AVICEN)
4. Afghan Medical Aid
5. CARITAS Rawalpindi
6. German Society for Technical Cooperation (GTZ)
7. Institute of Public Health
8. International Medical Corps
9. International Islamic Relief Organization
10. IRC Hangu Medical Program
11. IRC Language Teacher Training Program
12. IRC Main Office
13. IRC Maternal Child Health Program
14. IRC Rehabilitation Program for Afghanistan
15. IRC Women's Health Educator Training Program
16. Lajnat-al-Dawa al-Islamia
17. Medecins sans Frontieres
18. Management Sciences for Health
19. Medical Training for Afghans
20. Pakistan Red Crescent Society
21. Project Coordinator Dorsch Consult
22. Regional Training Institute Population Welfare
23. Save the Children Fund - U.K.
24. Swedish Committee for Afghanistan
25. UNHCR
26. USAID
27. World Health Organization (WHO)

Table 3

Health Education Resource Center

Organizations that Borrowed Audiovisual Materials from HERC in 1991

1. Afghanistan Vaccination and Immunization Center (AVICEN)
2. CARITAS Rawalpindi
3. Catholic Relief Services (CRS)
4. Danish Committee for Aid to Afghan Refugees (DACAAR)
5. German Society for Technical Cooperation (GTZ)
6. Institute of Saudi Red Crescent Society
7. International Islamic Relief Organization
8. International Medical Corps
9. IRC Hangu Medical Program
10. IRC Language Teacher Training Program
11. IRC Main Office
12. IRC Rehabilitation Program for Afghanistan
13. IRC Women's Health Educator Training Program
14. Jihad University
15. Lajnat-al-Bira
16. Lajnat-al-Dawa al-Islamia
17. Medical Training for Afghans
18. Medecins sans Frontieres
19. Regional Training Institute Population Welfare
20. Saudi Red Cross and Red Crescent Society
21. Swedish Committee for Afghanistan
22. World Health Organization (WHO)

APPENDIX V

Table 1
Female Education
Community-Based Primary Education Program for Girls

Schools Supported by the CPEG Program

Term 1990/91

Name of School	Location	Girls	Boys	#Classes	Levels
Imhat-ul-momnin	Pabi	123	0	4	Levels 1-4
Imhat-ul-momnin	Badabir	83	0	3	Levels 1-3
Khadija-Kubra	Kohat	74	12	3	Levels 1 and 2
Sawabi girls school	Swabi	52	0	3	Levels 1-3
Sawabi boys school	Swabi	0	60	5	Levels 1, 2, 3, 4, and 5
Haripoor Camp 3	Haripoor	96	0	3	Levels 1-3
Haripoor Camp 9	Haripoor	72	60	7	Levels 1-4
Haripoor Camp 10	Haripoor	68	64	4	Levels 1 and 2
Haripoor Camp 11	Haripoor	141	0	3	Levels 1-3
Term 1991/92					
Imhat-ul-momnin	Pabi	132	0	5	Levels 1-5
Imhat-ul-momnin	Badabir	114	0	5	Levels 1-4
Khadija-Kubra	Kohat	137	12	4	Level 1-3
Sawabi girls school	Swabi	96	0	4	Levels 1-4
Sawabi boys school	Swabi	0	81	5	Levels 1, 2, 3, 4, and 6
Haripoor Camp 3	Haripoor	65	35	4	Levels 1-3
Haripoor Camp 9	Haripoor	85	53	8	Levels 1-5
Haripoor Camp 10	Haripoor	54	76	6	Levels 1-3
Haripoor Camp 11	Haripoor	131	0	4	Levels 1-4
<u>Terminated as of December 1, 1991</u>					
Bibi Mariam	Azakhyle	65	0	4	Levels 1, 2, 4 and 6

Table 2
Female Education
Kodakistan Education Program

Outreach Programs

Number of:	Classes	Teachers	Boys	Girls
Palosai	3	3	27	33
Kacha Gari	2	3	26	31
Pawaka	2	2	20	20
Khorasan	2	2	18	23
Bara Gate	2	2	23	19
Kababayan	2	2	8	42
Kahi	2	1	7	36
Shin Dand	3	2	13	37
Islamabad	4	4	51	49

APPENDIX VI

Science and Technology Program Refresher and Professional Development Course Enrollments in 1991

COURSES	I	II	III	IV	TOTAL
ORGANIZATION	MANAGEMENT	CON.OF ROAD & BRIDGES	REINFORCED CONCRETE	WATER RESOUR	
VITA	1	2	3	2	8
ACLU	3	3	4	2	12
RAFA	3	2	4	2	11
IRC/ELP	2	1	-	-	3
A.I.G.	6	1	-	-	7
DACCAR	-	1	2	1	4
GTZ	5	2	1	-	8
CAR	-	1	1	-	2
SCF	2	-	-	-	2
START	1	-	-	2	3
CRTA STAFF	1	3	3	4	11
MTP	1	2	-	1	4
ILC	-	1	-	4	5
SCE	-	1	-	-	1
SWED. COM.	-	1	-	1	2
IRC/RPA	-	-	1	-	1
IMC	-	-	1	-	1
HIA	-	-	1	-	1
JOBLESS	2	8	6	-	16
I.I.A	-	-	-	1	1
COAR	-	-	-	1	1
RAP	-	-	-	1	1
CARE INT.	-	-	-	2	2
TOTAL	27	9	27	24	107

APPENDIX VII

Table 1
Science and Technology Training
Construction Engineering Program

Practical Training Component Summary

NGO	Number
<i>In Afghanistan:</i>	
Volunteers in Technical Assistance	10
Afghan Construction and Logistics Unit	6
Rehabilitation Agency for Afghanistan	3
CARE	5
<i>In Pakistan:</i>	
Danish Committee for Afghan Relief	6
Engineering Services for Afghan Reconstruction	1
GTZ	9
Save the Children-US	4

Table 2
Science and Technology Training
Experimental School of the Sciences

1991 Final Exam Results

Grade	# Students	Pass	Second-Chance	Failed	Not eligible
12	29	29	0	0	0
11	29	20	9	0	0
10A	28	25	3	0	0
10B	26	25	1	0	0
9A	29	22	4	2	1
9B	28	20	8	0	0
8A	26	21	5	0	0
8B	29	27	1	0	1
Total	224	189	31	2	2

Table 3
Science and Technology Training
Experimental School of the Sciences

Applications for Admission into the 1992 Academic Year

Grade	Applied	Examined	Selected
12	48	36	3
11	95	81	5
10	144	131	9
9	180	151	2
Total	467	399	19

APPENDIX VIII

Table 1
The Hangu Education Program

Support Administered between 1988 and 1991

	1991	1990	1989	1988
Afghan Schools				
Number of schools assisted	321	323	208	103
Number of boys assisted	50,075	51,964	31,555	14,100
Number of girls assisted	980	0	144	202
Total number of students assisted	51,055	51,964	31,699	14,302
Primary School/Classes				
Number of boys' schools	1	1	1	1
Number of girls' schools	0	0	1	0
Number of mixed classes	33	48	53	16
Number of boys assisted	1,110	1,512	1,512	585
Number of girls assisted	228	510	510	190
Total number of students assisted	1,338	2,022	2,022	775
Adult Literacy Classes				
Number of classes	7	9	25	25
Number of students	145	308	720	525
Teacher Training				
Number of seminars	19	11	16	2
Number of courses	1	2	1	0
Number of teachers trained	542	382	334	34
Number of female teachers trained	6	11	23	0
Number of teacher trainers trained	33	20	23	0
Total number of monitoring visits	897	1,004	983	na

APPENDIX VIII (continued)

Table 2
Hangu Education

Material Assistance to Community-based Classes in 1991

Grade	Boys	Girls
First grade	10,678	466
Second grade	9,709	305
Third grade	8,051	188
Fourth grade	6,681	21
Fifth grade	4,984	0
Sixth grade	3,468	0
Seventh grade	2,064	0
Eighth grade	1,506	0
Ninth grade	1,169	0
Tenth grade	790	0
Eleventh grade	599	0
Twelfth grade	376	0
<u>Total</u>	<u>50,075</u>	<u>980</u>
Materials		
Note books		167,773
Drawing note books		40,543
Ball point pens		152,297
Pencils		96,525
Slates		22,146
Slate pens		13,555
Geometry boxes		9,000
Rulers		14,577
Colored pencils		39,843
Reed pens		5,449
Floor covers		400
Blackboards		450
Chalk (boxes)		10,516

APPENDIX IX

Table 1
Language Development Program

The English for Special Purposes Program - Materials Supplied in 1991

Organizations	No. of Tests	No. of Quizzes	No. of Sup. Mat	Text Books	Work Books	No. of Cassette	Teach. Book
DAI	A, B, C	50	75	25	25	5	2
NRC	A, B, C	210	350	105	105	24	5
CCSC	A	140	238	35	38	14	3
ICRC	A, B, C	24	70	13	13	10	13
MSH	A, B, C	0	16	4	4	5	1
Swedish Committee	0	0	0	10	10	5	1
MTA	0	0	0	12	12	0	0
BHSH (AIG)	A	21	22	21	22	5	2
ATC (AIG)	A, B, C	80	120	48	49	6	1
Shaheed Abdullah Hospital (AIG)	A, B, C	126	220	21	21	5	1
Islamic Organizations of Afghan Women (AIG)	0	0	0	15	15	5	5
Jamiat Namat Mohal Eng. Course (AIG)	A, B, C	24	24	60	60	0	4
Jamiat Khurasan Camp Eng. Course (AIG)	A, B, C	18	18	60	60	0	5
Afghan Phys. Training Center	A, B, C	190	375	65	65	19	3
Jamiat Bakhtar English Course (AIG)	A, B, C	10	20	110	110	0	0
Total:	n/a	893	1,548	604	609	103	46

APPENDIX IX (continued)

Table 2
Language Development Program
English Language Program in Afghanistan

Areas in Afghanistan where English Classes Were Started in 1991

Province	District	No. of Classes
Balkh	Shoulgara	2 classes of levels 1 and 2
Jozjan	Sangcharali	2 classes of level 1
Bomyan	Bomyan	2 classes of level 1
Bomyan	Panjab	1 class of level 1
Wardak	Nerich	1 class of level 1
Laghman	Qarghay	1 class of level 1
Takhar	Taleqan	1 class of level 1
Paktia	Khost-Khardand	3 classes of levels 1, 2 and 3

APPENDIX X

Table 1
Language Development Program
English Training and Development Program

Outreach Programs - Term 91/4 (November, 1991 through February, 1992)

Names	# Classes	# Teachers	#Students
Afghan Colony	10	10	250
Akora Khatak	4	5	110
Badabira	4	4	100
Baghbanan	3	3	80
Bajawa	12	10	300
Bara	3	3	80
Board Outreach	12	10	300
ELCP	16	9	400
Haripur	8	7	185
Hayatabad	7	5	160
Kabul Center	8	6	200
Kohat	6	5	135
Landi Kotal	8	5	200
Monda Camp	3	5	80
Miranshah	14	8	350
Miskeen Camp	4	2	90
Nasir Bagh	3	3	70
Pabbi Camp	5	6	130
Pawaka	3	3	60
ILC	16	16	400
Sada	12	6	300
Mansehra	3	4	143
Khurasan Camp	3	2	80
Wana	13	5	339
Sawabi	4	3	100
Gul Barak	8	9	200
Quetta	8	12	200
<u>Total</u>	<u>201</u>	<u>167</u>	<u>5,042</u>

Table 2
Language Development Program
English Training and Development Program

The Hangu English Language Program - Term 91/3 (October, 1991 to February, 1992)

Level	# Students	# Teachers
Beginner	100	3
Level One	150	4
Level Two	120	4
Level Three	150	4
Level Four	130	4
<u>Total</u>	<u>650</u>	<u>19</u>

APPENDIX X (continued)

Table 3
Language Development Program
English Training and Development

The Outreach Graduate Program - Term 91/3 (October, 1991 to January, 1992)

Level	# Students	# Teachers
Level Three	100	3
<u>Level Four</u>	<u>500</u>	<u>12</u>
<u>Total</u>	<u>600</u>	<u>15</u>

APPENDIX XI

Table I
Language Development Program
Public Administration
NGO-Intensive Courses

Enrollment Figures for 1991

<u>COURSE TITLE</u>	<u>DURATION</u>	<u>FREQUENCY</u>	<u>MEDIUM</u>	<u>TOTAL # OF STUDENTS</u>
Office Administration	7,6,5 days	4	2 Dari/English 1 English 1 Pushto	49
Managing Yourself & Your Team	7,6,5 Days	6	1 Dari/English 3 Pushto 1 English/Pushto 1 Dari/Pushto	59
Report Writing	2,4,8,3 days	7	5 English 1 Dari 1 Dari/English	70
Receptionist Course	4 days	1	English	16
Making Meetings Work	2 days	2	1 English 1 Pushto	20
Problem Solving and Decision Making	3 days	1	Pushto	7
Administration/Management	20 days	1	Dari/Pushto	6
* TOTAL *		22		227

APPENDIX XI (continued)

Table 2 Language Development Program Public Administration NGO-Intensive Courses

NGOs that Enrolled Participants in Public Administration Courses in 1991

Afghan Construction Logistic Unit (ACLU)
Afghan Interim Government (AIG)
Afghanaid
Afghan Vaccination and Immunization Center (AVICEN)
Asia Foundation
Austrian Relief Committee (ARC)
Basic Education for Afghan Refugees (BEFAR)
CARE International
Danish Committee for Aid to Afghan Refugees (DACAAR)
Development Alternatives Incorporated (DAI)
Dutch Committee for Afghanistan (DCA)
German Afghan Foundation (GAF)
GTZ/Pakistan program
Helping Afghan Farmer Organization (HAFO)
Health Management Training Health Committee
Integrated Training Center (ITC)
International Red Cross Committee (ICRC)
IRC Public Administration Program
IRC Committee English Language Program
IRC English Training Development Program
IRC Rehabilitation Program for Afghanistan
IRC Self Reliance Program
IRC Women's Public Administration Program
Islamic Coordination Council (ICC)
Islamic Relief Agency (ISRA)
Jamiat-e-Islami Afghanistan
Lajnat-ul-Bir
MADERA
Management Training Program
Mercy Fund
Medical Resource Committee for Afghans (MRCA)
Management Sciences for Health (MSH)
Norwegian Relief Committee
Norwegian Committee
Norwegian Committee for Afghanistan (NCA)
Reconstruction Authority for Afghanistan (RAFA)
Salvation Army
Save the Children Fund (US)
Save the Children Fund (UK)
Swedish Committee for Afghanistan/Education Department
United Nations High Commissioner for Refugees (UNHCR)
United Nations Development Program (UNDP)
Volunteers in Technical Assistance (VITA)

APPENDIX XI (continued)

Table 3
Language Development Program
Public Administration
Semester and Office Machinery Courses

1991 Enrollment Figures

(N.O = Not Offered)

<u>COURSE TITLE</u>	<u>SPRING 1991</u>	<u>SUMMER 1991</u>	<u>FALL 1991</u>	<u>TOTAL 1991</u>
Administrative Writing	15	10	15	40
Administration & Management I	14	9	8	31
Administration & Management II	3	8	8	19
Basic Bookkeeping	6	6	10	22
Financial Administration	N.O	19	18	18
Public Administration	N.O	29	27	27
* Sub-Total *	38	81	86	157
<u>Computer</u>				
WordPerfect 5.0	23	25	30	78
Lotus (123)	10	19	19	48
dBASE III Plus	N.O	10	12	22
* Sub-Total *	33	54	61	168
<u>Typing</u>				
Level I	61	48	72	181
Level II	37	54	61	151
Level III	55	51	22	128
* Sub-Total	153	153	155	460
* TOTAL *	224	288	307	766

APPENDIX XII
Table 1
Self-Reliance Program
Construction and Maintenance Activity

SRP Construction and Maintenance Activities in 1991

	Kurram	Kohat	Orakzai	NWA	Bannu	Total
Major repairs (schools)	0	1	0	0	0	1
Minor repairs (schools)	10	8	0	6	7	31
Major repairs (BHUs)	3	0	0	0	0	3
Minor repairs (BHUs)	5	1	0	1	0	7
Road maintenance (in km.)	0	2	0	0	0	2
Minor repair (warehouse)	0	0	1	0	0	1
Construction (dikes)	0	2	5	0	0	7

APPENDIX XIII

Table 1
Rehabilitation Program for Afghanistan
Agriculture Infrastructure

1991 Construction Activity on Water-Supply Systems

• Ahmad Khel	3 <i>karez</i> es, 3 canals
• Ali Khel	3 <i>karez</i> es, 3 canals
• Laja Mangal	2 <i>karez</i> es, 2 canals
• Musa Khel	4 <i>karez</i> es, 2 canals
• Jani Khel	3 <i>karez</i> es, 2 canals
• Urgoun	19 <i>karez</i> es
• Barmal	3 <i>karez</i> es
• Kharwar	8 <i>karez</i> es
• Khushi	5 <i>karez</i> es

Table 2
The Rehabilitation Program for Afghanistan
Agriculture Infrastructure

1991 Construction of Water-Supply Projects

- *Ali Khel:* Construction of two water supply systems was completed in mid-December. These systems, which comprise 3,080 meters of pipe, two filter tanks, and seven reservoir tanks, are now providing clean water to 450 families.
- *Laja Mangal:* Two water systems were completed by late October. A total of 1,314 meters of pipe were laid, and two filter tanks and five reservoir tanks constructed. Sixty-three families are now using water provided by the systems.
- *Ahmad Khel:* RPA engineers worked on two springs, completing one in mid-November. Work on the completed system included laying 516 meters of pipe and constructing a filter and two reservoir tanks. The second system is only partially complete. 1,550 meters of pipe have been laid and a filter and one reservoir tank are functioning. A second reservoir tank has been constructed and will be connected to the system in early 1992. The systems serve 880 families so far.
- *Musa Khel:* Two sites were identified and surveyed, with work only partially completed by the end of the year. Digging has yet to begin at one site, while 300 meters of trench has been dug at the second site. The systems will be completed in early 1992, comprising 1,128 meters of pipe with two filter tanks and five reservoir tanks. The systems will provide water to 300 families.
- *Jani Khel:* Springs were surveyed at two sites and work will start when IRC technicians are available to supervise construction. Two filter tanks and four reservoirs will provide water to 160 families through 1,363 meters of pipe.
- *Khogiani:* RPA engineers began work in November. Work on one spring was halted in late November due to the cold weather; in 23 days of work, 400 meters of covered canal was constructed. The system will be extended an additional 1,800 meters in the spring of 1992. When completed, the system will benefit 1,000 families.

APPENDIX XIV

Rural Assistance Program

NGO Activity, 1991

Afghanaid

Afghanaid is a British PVO which RAP has funded since 1988. In that time 11 grants, totalling almost \$2.5 million, have been approved. In 1991, a proposal for irrigation repair and seed multiplication in Takhar province was submitted by Afghanaid and approved, but could not be implemented due to the USAID ban. Two projects begun in 1990 were completed this year.

Afrane

Afrane, a French organization, has had eight projects totalling almost \$1.65 million funded through RAP since 1988. This includes a year long rural rehabilitation project in Ghazni province which was approved in 1991 as Grant 55. During this year, Afrane has submitted final reports for projects completed in 1990 and consulted RAP on possible funding for projects in Badakshan and Logar provinces.

CARE International

CARE's village assistance project, Grant 23 (\$1,044,911), in the Shegal, Pech and Marawara valleys of Kunar province ended in February, 1991, after approval of several no cost extensions. Project funds have been fully liquidated.

CARE used 3,805 mt of wheat in the food security and food for work parts of the project. The food security scheme benefited 2,366 families. After de-mining of project areas, activities such as road repair, irrigation channel repair, karez cleaning, and storage building construction were implemented through the food for work part of the project. Throughout the project an average of 1,000 people were employed each month on reconstruction activities. CARE also provided mule traction training to eight farmers and five CARE-sponsored farmers participated in a para-vet course conducted by RONCO, a USAID contractor.

Co-ordination of Afghan Relief (CoAR)

RAP first funded CoAR, an Afghan PVO, in 1990. To date, five grants totalling almost \$700,000 have been approved. Two of the projects begun in 1990 in Ghazni and Wardak provinces, were completed this year. To continue and expand the activities initiated in these projects, two further grants were approved in 1991. CoAR also submitted a proposal for seed testing in Ghazni, Logar and Wardak provinces. Due to the USAID ban, funding approval was suspended.

Co-ordination of Humanitarian Assistance (CHA)

Two projects funded in 1990 were carried over to 1991, and one additional project was approved this year. CHA's two projects in southwestern Afghanistan, which began in 1990 are Grant 42 (\$220,818) in Farah province and Grant 43 (\$187,859) in Farah, Ghor and Nimroz provinces. Progress on both projects was delayed at the beginning of 1991 by the severe flooding affecting this region of Afghanistan. Completion is expected in early 1992.

Under Grant 42, CHA has cleaned 39 karezes and 43 canals in Anardarah, Lash Jowain, Shindand, Qala-e-Kah, and Khak-e-Safed districts. Of these systems, six karezes and two canals were cleaned twice, because flooding had filled them with silt. To further improve the benefits gained from repairing these systems, CHA has lowered the inlet to one of the canals, cut a new canal and constructed three bridges, two diversion dams, and two flood protection walls.

Engineering Services for Afghanistan Reconstruction (ESAR)

ESAR, an Afghan PVO, received its first funding from RAP in 1991. Grant 56 (\$57,131), a proposal to repair 17 karezes in Gomal, Owmna, and Sharan districts of Paktika province, was approved in May. Initially, work progressed well but all activity stopped when the USAID ban was imposed and the wages of workers could not be paid. As 75 percent of the work had been completed before the ban went into effect, ESAR expects the project to be completed in early 1992. ESAR's request for a budget revision of \$11,715 for Grant 56, which was required as a result of the ban, has been approved.

APPENDIX XIV (CONTINUED)

Farah Reconstruction Foundation (FRF)

In response to the flooding in southwestern Afghanistan at the beginning of 1991, FRF submitted a proposal to provide relief supplies to the people of Farah province. Grant 53 (\$8,042) was the first RAP funding approved for this Afghan NGO. FRF, in conjunction with RONCO, transported 30 mt of United Nations supplied blankets, tea, sugar, ghee, plastic sheets, sand bags, shovel, picks, and buckets to 4,729 people in Balabolok and Bakwa districts of Farah.

Mercy Corps International (MCI)

RAP first funded MCI in 1988, when two proposals were approved. Further funding was not granted until 1991, when a third proposal was approved. In total, MCI has received nearly \$350,000.

Kandahar province was also affected by the heavy rains and flooding in early 1991. A proposal to provide relief supplies to the people of this area was submitted by MCI and approved for funding. The implementation of Grant 46 (\$100,000) was delayed by the continuing rain and flooding. Ultimately, MCI purchased and delivered tents, tarpaulins, blankets, and food to the people living in Maiwand, Panjwai, and Arghandab districts of Kandahar. This grant also covered the transportation and distribution of similar commodities provided by the United Nations and Medicins Sans Frontieres. All funds from this grant have been fully liquidated.

Mercy Fund

Mercy Fund is a US-based PVO that has received over \$1.2 million since 1988 to fund seven projects. Of these, one was ongoing from 1990, while another was approved this year.

Grant 44, approved at the end of 1990, was finalized during 1991. Unfortunately, this agriculture/engineering survey and rehabilitation project in Baghlan province was not implemented. At the beginning of the grant period, project funds enroute to the site were stolen. Mercy Fund was informed that the funds had been recovered and were at the site. Snow-blocked passes prevented access to the area during winter. When the pass opened in May, which was later than usual, Mercy Fund staff began conducting the surveys. However, when it became apparent the funds were not available, the staff returned to Peshawar. After several months of negotiations the funds were recovered and returned to RAP. Due to the devaluation of the rupee and Afghani during the grant period, the amount returned was less than originally granted. This exchange-rate loss has been reported to USAID as stolen funds.

Mercy Fund submitted a proposal to repair 13 *chows* (covered irrigation channels) in Gomal district of Paktika province. This proposal was approved as Grant 47 (\$75,561). Mercy Fund closed its Afghan program in 1991.

Reconstruction Authority for Afghanistan (RAFA)

RAFA is an Afghan PVO which first received funding from RAP in 1990. This 1990 grant ended in 1991 and a new proposal was approved, giving a total of almost \$270,000 granted to date.

The RAFA grant carried over from 1990 was for administrative support. Funds from Grant 33 (177,287) have been fully liquidated. RAFA submitted five proposals during 1991, including a proposal to repair 17 *karezes* in Waza Khwa district of Paktika province, which was approved as Grant 57 (\$88,302). However, due to the USAID ban, implementation of this project has not yet begun. Four other proposals could not be approved because of security risks, overlap with other projects in target areas, or inability to justify needs.

Save the Children Federation (SCF)

SCF, a U.S.-based organization, has received over \$1.9 million to fund eight projects since 1988. Proposals for women's income generation in Ghazni, Baghlan and Nangarhar provinces, rural rehabilitation in Ghazni province, and earthquake assistance in Nangarhar province were approved in 1991.

Grant 48 (\$265,949), approved in early 1991, is an income generating project which targets 2,000 women in Qarabagh district of Ghazni, Nahrein district of Baghlan, and Momandara district of Nangarhar. Handicraft kits are prepared in Pakistan and transported to the women producers in these locations. The finished products are collected and brought back to Pakistan for sale in SCF shops.

Appendix XIV (continued)

Grant 49 (\$307,005), funded in 1991, proposes to rehabilitate 50 karezes, construct flood control structures, and repair 11 km of access road and 26 culverts in Qarabagh district of Ghazni province. Project implementation was delayed by snow-blocked roads which opened later than expected. This delay was then compounded by the USAID ban.

Solidarites Afghanistan

Solidarites Afghanistan, a French organization, has been implementing projects with RAP funding since 1988. Seven projects have been approved totaling over \$1.3 million. Two of these proposals, both in Wardak province, were approved in 1991, though implementation of one has not begun due to the ban. Solidarites has submitted final reports for a project begun in 1990 but completed in 1991, and for a project completed at the end of 1990. Two karez repair proposals for Oruzgan and Bamiyan provinces were also submitted.

The first Solidarites proposal funded in 1991 was a road repair project in the Sanglakh Valley of Maidan district of Wardak province. Grant 50 (\$58,122) proposed to build 38 culverts and three retaining walls to improve irrigation and prevent erosion along 24 km of road. The project was suspended due to lack of funds resulting from the ban.

Although the USAID ban has been lifted, completion of the project cannot take place immediately. The weather is too cold for the remaining cement work to be successful and the remaining work will have to be carried out in the spring.

APPENDIX XV

Rural Assistance Program

PROJECT PROPOSAL REVIEW DURING 1991

AFGHAN PVO's	QUARTER				C	D	P	REMARKS	NON-AFGHAN PVO's	QUARTER				C	D	P	REMARKS
	1	2	3	4						1	2	3	4				
AAA			*		x			Not eligible for RAP funding	AFGHANAID			*				x	Approved by USAID
ADA		*			x		x	Reviewed; awaiting revision	AFRANE	*						x	Approved by USAID
			*					Reviewed; awaiting revision		*						x	Rejected by RAP
AFTTAR			*		x		x	Rejected; not eligible for RAP funding		*						x	Rejected by RAP
ARA			*		x			Eligibility under consideration	MCI	*						x	Approved by USAID
ARO			*		x			Eligibility under consideration	MERCY FUND	-						x	Approved by USAID
AWDA			*		x			Not eligible for RAP funding	SCF-US	-						x	Approved by USAID
BURC			*		x			Eligibility under consideration		-						x	Approved by USAID
CBR		*			x		x	Approved by RAP		*						x	Approved by USAID
			*			x		Under discussion	SOL. AF.	-						x	Approved by USAID
			*			x		Under discussion		*						x	Approved by USAID
CoAR	-						x	Approved by USAID				*				x	Reviewed; awaiting revision
	-						x	Approved by USAID				*				x	Reviewed; awaiting revision
		*					x	Rejected by USAID		10		1	2			13	PROPOSALS FROM NON-AFGHAN PVO's
CHA	*						x	Approved by USAID									
EMAR			*		x			Eligibility under consideration									
ESAR		*			x		x	Approved by USAID									
			*				x	Rejected by RAP									
FRF	*				x		x	Approved by USAID									
HAFO	*				x		x	Approval pending with USAID									
JCE		*			x		x	Rejected; not eligible for RAP funding									
KAG		*			x		x	Approval pending with USAID									
KNF			*		x		x	Rejected by RAP									
			*				x	Rejected by RAP									
			*				x	Reviewed; awaiting revision									
LRO			*		x			Eligibility under consideration									
PRB			*		x			Eligibility under consideration									
RAFA	*						x	Rejected by RAP									
	*						x	Rejected by RAP									
		*					x	Rejected by RAP									
		*					x	Rejected by RAP									
			*				x	Approved by USAID									
RCCA			*		x			Not eligible for RAP funding									
RDA	*				x												
			*				x	Rejected by RAP									
RDW			*		x		x	Rejected; not eligible for RAP funding									
SJAWO		*			x			Eligibility under consideration									
START	*				x												
	*						x	Rejected by RAP									
			*			x		Under discussion									
SWFAO	*				x												
	*						x	Rejected; not eligible for RAP funding									
TPRPA			*		x		x	Rejected; not eligible for RAP funding									
WRC	*				x		x	Rejected; not eligible for RAP funding									
	6	6	6	7	25			PVO's CONTACTED RAP DURING 1991									
				3		3		PROPOSAL CONCEPTS UNDER DISCUSSION									
	9	8	9	2			28	PROPOSALS FROM AFGHAN PVO's									

* - QUARTER IN WHICH ACTIVITY OCCURRED

- - PROPOSALS SUBMITTED END 1990,
DEALT WITH IN 1991

C - PVO CONTACTED RAP

D - PROPOSAL CONCEPT UNDER DISCUSSION

P - PROPOSALS SUBMITTED TO RAP

Rural Assistance Program

PROJECT MONITORING DURING 1991

GRANT	PVO	LOCALITY	MONTH	REMARKS
#30	Sol. Af.	Kandahar	January	Cancelled - planning incomplete due to evacuation of staff
#16	Afrane	Kandahar	"	Cancelled - planning incomplete due to evacuation of staff
#46	MCI	Kandahar	March	Cancelled due to flooding
#47	Mercy Fund	Paktika	May	Successful
#47	Mercy Fund	Paktika	August	Follow-up - successful
#56	ESAR	Paktika	"	Successful
#24	Afrane	Logar	September	"
#42	CHA	Farah	Sept/Oct	"
#43	CHA	Farah	"	"
#41	CoAR	Wardak	Nov/Dec	"
#51	CoAR	Wardak	"	"
#31	Sol. Af.	Wardak	"	"
#37	Sol. Af.	Wardak	"	"
#50	Sol. Af.	Wardak	"	"
Medical Co-Fin.	GAC	Wardak	Nov/Dec	"
#48	SCF	Nangarhar	December	"

Medical PVO Co-Financing Program

Afghan Women's Resource Center (AWRC)

In February 1990, USAID provided a one-year grant totalling \$100,000 to AWRC through the Medical PVO Co-Financing Program. This one-time assistance was provided to facilitate the development of a center opened in the fall of 1989 to teach literacy, knitting, and health education to Afghan women.

During its year of Medical PVO Co-Financing Program funding, AWRC graduated 226 women from its Peshawar program, registered 248 women in its employment exchange, assisted 37 women to locate jobs, and initiated a program in Akora Khattak refugee camp.

Medical Training for Afghans (MTA)

Since 1986, MTA has trained small groups of students from under-served areas of Afghanistan to be advanced mid-level health workers. This 16 month program is implemented by Solidarites Afghanistan and the French organization Aide Medicale Internationale--Afghanistan. Practical and theoretical training sessions take place in the 25 bed MTA hospital for Afghan refugees at the Integrated Training Center complex in Hayatabad, with consultations at the hospital and in selected refugee camps.

Upon completion of their training, the "MTA Assistant Doctors" are provided with medications and medical supplies to last them several months. They return to their home provinces in Afghanistan to work in PVO-supported clinics where they can function without supervision, or in small hospitals where they are supervised by physicians. When their supplies run out, the health workers return to Peshawar for resupply, debriefing about local health conditions, evaluation, and refresher training.

MTA graduated the 19 students of its sixth class in September 1991, bringing the total of MTA assistant doctors to 88. Of the 68 graduated prior to September 1991, only five did not return to Afghanistan. Those September 1991 graduates sponsored by the USAID contractor MSH were unable to return to Afghanistan after their graduation due to the USAID ban on transportation of supplies cross-border. With the lifting of the ban on December 26, it is expected that they will return in early 1992. Twenty new students began the program in October.

Since 1989, IRC has made subgrants totalling \$301,000 to MTA. As USAID would like to reduce its support of European PVOs in favor of Afghan organizations and is concentrating its training efforts on mid-level refresher training (as opposed to advanced mid-level training), it is unlikely that MTA and MRCA (below) will receive grant funding after June 1992.

Medical Refresher Courses for Afghans (MRCA)

MRCA was begun in 1986 by a French anesthesiology nurse who saw the need for training of Afghans in surgery, anesthesia, nursing, x-ray technology, and dentistry while she was working inside Afghanistan. In 1988, implementation of the program was handed over to the Oeuvres Hospitalieres Francaises de l'Ordre de Malte. Training takes place via practical and theoretical sessions in MRCA's 40 bed hospital for Afghan refugees at the ITC in Hayatabad.

MRCA assists in the training of MTA students by providing instruction in surgery, anesthesia, dressing, and dentistry, and participates in the theoretical training of these students. MRCA also conducts variable-length refresher courses in surgery, anesthesia, x-ray, and dentistry and basic courses in nursing, x-ray, and anesthesia for mid-level health workers and physicians sponsored by various NGOs. Since much of its training activity takes place in a surgical setting, MRCA trains a limited number of health workers at a time. The average workshop length is 3.7 weeks. During 1991, MRCA assisted in the training of about 40 MTA students (from two classes) and about 60 non-MTA students.

Since 1989, IRC has made subgrants totalling \$218,000 to MRCA. It is unlikely that IRC will continue funding after June, 1992.

German Afghanistan Committee (GAC)

GAC was formed in 1984 to provide humanitarian aid and medical relief in Afghanistan. Due to the high rate of military activity, GAC's medical activities grew from three health stations at the end of 1984 to 17 health stations employing 20 physicians and 60 Afghan paramedics in 1987. Beginning in 1989, GAC pursued a

APPENDIX XVII (continued)

plan to upgrade some of its health stations to hospitals and to reduce the number of health stations it supported. Due to a decrease in its IRC funding for the July, 1991 through June, 1992 grant cycle, the number of health stations GAC was able to support through its IRC subgrant dropped to three for most of 1991 and to partial costs for one hospital by the end of December.

Since 1989, IRC has made subgrants totalling \$1,350,000 to GAC. USAID will not continue funding after June, 1992. GAC's future funding will probably come through the EC and the German government.

Psychiatry Centre for Afghans (PCA)

PCA was founded in 1986 by an Afghan psychiatrist to provide psychiatric services to Afghan refugees traumatized by the war and to generate information concerning their psychological problems. It is one of two psychiatric facilities for Afghans in Peshawar. Since 1989, PCA has received subgrants totalling \$44,000 from IRC.

The founder of PCA fled Pakistan in 1990 after receiving threats on his life. He has returned once since that time for a period of three weeks. He remains the nominal director of the Centre and tries to supervise activities from Germany where he now resides. There is currently no psychologist on staff and patients are seen by physicians.

IRC conducted an evaluation of PCA in December 1991. The report is still pending, but IRC expects to find that the quality of treatment and administration has declined since the departure of PCA's founder. Very few Afghans have been trained as mental health professionals and it is unlikely that an Afghan psychiatrist could be found to head the PCA. In the absence of a psychiatrist, psychologist, or director, it is unlikely that IRC will be able to continue to fund PCA.

Afghan Obstetric and Gynecology Hospital (AOGH)

AOGH was founded in 1984 by an Afghan refugee physician and an Afghan obstetrician/gynecologist practicing in the United States. Original funding was provided by IRC. It received its first USAID grant through the Medical PVO Co-Financing Program in 1989. AOGH has grown from an outpatient facility serving 30 women a month to a 24 bed hospital seeing over 2,000 outpatients per month and admitting over 500 in-patients per month. AOGH has surgical and diagnostic facilities and sees patients (including referrals) from as far away as Quetta and Karachi. It is thought to be the only medical facility specifically serving the obstetric and gynecological needs of refugee women. AOGH also operates a neonatal unit funded by Help the Afghans Foundation and provides practical training to female advanced and mid-level health workers and specialist training to female medical staff of other organizations.

Coordination of Medical Committees (CMC)

CMC came into being in 1986. Membership was made up of six health organizations which had begun to coordinate their activities and share their information and resources. The group's first effort was to develop a standardized drug list for clinic use inside Afghanistan. In 1987, CMC requested funding from USAID to support the costs of a medical and administrative director responsible for carrying out coordination activities. Through the Medical PVO Co-Financing Program, funds for these costs were provided while other administrative costs were supported by member organization dues.

During its two years of USAID funding, CMC experienced a great deal of institutional confusion due to high staff turnover and trouble coordinating among the member organizations. Some of the promised tasks were not accomplished. However, the need for coordination remained apparent, especially as the number of members had grown to 14 health organizations. USAID funding for the July, 1989 through June, 1990 grant period was made contingent upon a Scope of Work with specific outputs required. CMC received USAID grants totalling \$56,682 for the two following grant periods via the Medical PVO Co-Financing Program.

CMC membership began to drop in early 1991. Some departing members ceased activities, others chose to belong to other organizations, and others expressed weariness with sometimes fruitless efforts to coordinate. By September, 1991, six organizations remained in CMC. In October, these members decided that CMC was no longer an effective organization and voted to cease operations as of December 31, 1991. Assisted by IRC, CMC developed close-out procedures to return funds to member organizations and IRC and to donate physical assets to health organizations with activities inside Afghanistan. CMC's data base was donated to WHO to assist in its development of a health information system, and most written materials were provided to the ACBAR Resource Information Center (ARIC).

Handicap International (HI)

HI has run a rehabilitation center for Afghan refugees in Quetta since 1985. In 1988, it established a training program for prosthetic technicians and a rehabilitation center in Afghanistan's Herat province. After an attack on a team travelling to Herat, during which four HI employees lost their lives, HI decided to halt its cross-border activities. Instead, it planned to pursue Quetta-based training for Afghans and in 1990 approached USAID for funding. A two-year grant was awarded through the Medical PVO Co-Financing Program.

HI is working with two partner organizations, Mercy Corps International (MCI) and Islamic Aid Health Center (IAHC), to establish four rehabilitation units capable of producing above- and below-knee prostheses and crutches. These units are attached to clinics run the HI partners in Afghanistan. These clinics are located in Ghazni, Kandahar, and Helmand.

To date, HI has trained eight technicians and two supervisors for MCI and eight technicians and two supervisors for IAHC. The technicians are competent in the production of below-knee prostheses and crutches. Some have started training in the production of above-knee prostheses.

HI was awarded a grant totalling \$420,000 through August 1992. It will probably not use all of its funds for its originally proposed activities, and may propose some new activities using its remaining grant funds, including supporting technician salaries for a second year. IRC will conduct an evaluation of HI in early 1992.

Sandy Gall's Afghanistan Appeal (SGAA)

SGAA was formed in 1986 to provide services for Afghan refugees suffering physical disabilities. It began training orthopedic technicians and started a physiotherapy technician training program in 1988. Technicians trained through the latter program work in the Pakistan Red Crescent Society's (PRC) Centre for Disabled Refugees in Peshawar and in 12 BHUs in refugee camps. Orthopedic technicians trained by SGAA have been employed in either SGAA's orthopedic workshop or in two independent orthopedic workshops funded by WHO. Beneficiaries include upper and lower limb amputees, the young disabled, victims of fractures and burns, and children suffering from polio, cerebral palsy, tuberculosis, spina bifida, meningitis, orthopedic problems, and slow development. Patients total about 150 monthly at the SGAA center in Hayatabad and about 900 patients a month seen at the PRC center in Peshawar and in refugee camps.

In 1991, SGAA approached USAID for funding to cover its March to June costs, following a delay in expected funding by the European Community. Through the Medical PVO Co-Financing Program, USAID provided a grant totalling \$41,000 for that period.

ENDNOTES

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4. See: T. Shultz, "Investment in Human Capital," in *American Economic Review* (1961: 2), pp. 104-111; E. Denison, *The Sources of Economic Growth* (1962), and W. McMahon, "The Relation of Education and Rural Development to Productivity Growth," in *Economics of Education Review* (1984: 3,4), pp. 299-313.
5. James P. Grant, *The State of the World's Children 1991* (Oxford: Oxford University Press), p. 108.
6. Dr. Lynn Carter, *Assessment of Current Activities and Priorities in Primary Education and Afghan Teacher Training for Afghans* (Paper researched for UNICEF: 1991), p. 7.
7. Lockheed and Verspoor, pp. 69-76. See also: J. Stallings and D. Tipek, "Research on Early Childhood and Elementary School Teaching Programs," in M. Wittrock (ed.) *Handbook of Research on Teaching* (New York: Macmillan, 1986); A. Verspoor, *Pathways to Change: Improving the Quality of Education in Developing Countries: World Bank Discussion Paper No. 53* (Washington D.C.: 1989).
8. Lockheed and Verspoor, p. 53; See also: P. Neumann, *Publishing for Schools: Textbooks and the Less Developed Countries: World Bank Staff Working Paper No. 398* (Washington D.C.: 1980); P. Altbach, "Key Issues of Textbook Provision in the Third World," in *Prospects: Quarterly Review of Education* (1983: 13, 3), pp. 315-325.
9. Lockheed and Verspoor, p. 59. See also: J. Armitage and others, *School Quality and Achievement in Rural Brazil: World Bank Education and Training Department Discussion Paper EDT No. 25* (Washington, D.C.: 1986).
10. For a discussion of the poor quality of teaching often found in refugee camps and in Afghanistan and recommendations for investments in teacher trainer and teacher training, see UNICEF's *Assessment of Current Activities and Priorities in Primary Education and Teacher Training for Afghans*, pp. 13, 25-29, 32, and 36-39.
11. Lockheed and Verspoor, p. 69; See also: B. Fuller, "Raising School Quality in Developing Countries: What Investments Boost Learning" in *Review of Educational Research* (1987: 57, 3), pp. 255-292; E. Schiefelbein and J. Simmons (1981); T. Husen and others, *Teacher Training and Student Achievement in Less Developed Countries: World Bank Staff Working Paper No. 310* (Washington, D.C.: 1978); N. McGinn, D. Warwick, and F. Reimers, *Policy Choices to Improve School Effectiveness in Pakistan* (Paper presented to the VII World Congress of Comparative Education: Montreal, Canada, 1989).
12. Grant, p. 103.
13. *ibid.*
14. Grant, p. 107.
15. *ibid.*
16. Susan Holcombe, *Preliminary Draft Situation Analysis of Afghan Children and Women* (paper prepared for UNICEF: 1990), p. 51.

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